

Business Management and Administration Program of Study Resource Kit

A project developed and produced by
the Marketing Education Resource Center®

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**Introduction to *Business Management and
Administration Program of Study
Resource Kit***

Section 1

**Background of
Business
Management
and
Administration
(BMA) Program
of Study
Resource Kit**

For almost 20 years, career-tech's buzzwords have focused on rigor, relevance, and relationships with the end goal being better prepared students who can compete in a global economy. Tech-prep, School-to-Work, and the States' Career Clusters Initiative have all focused on the provision of a rigorous curriculum that addresses skills and knowledge relevant to the workplace and identified through relationships with the business community, academic cohorts, and colleagues throughout the educational continuum. Career-tech educators have set demanding standards for their programs, requiring a solid education in English, mathematics, science, and technology paired with career-tech training that should eventually lead to successful employment in a technology-driven society.

For more than 30 years, MBAResearch staff has conducted secondary and primary research to determine specifically which skills and knowledge are relevant to the business community. In the latest round of research, secondary research incorporated analysis of the following types of materials: career literature for job titles and job descriptions (e.g., Occupational Outlook Handbook, O*Net, and the Bureau of Labor Statistics); websites of major employers and national career sites to identify relevant job openings (e.g., Monster, Careers in Business, Career Builders, Salary Source); domestic and international association standards; course offerings, business-major requirements, and syllabi for business majors at two- and four-year colleges representing large and small institutions; certifications, content of certification examinations, research findings, best practices, and white papers of domestic and international professional organizations for business management and administration; college, trade, and professional texts; and labor statistics from the Bureau of Labor Statistics for business management and administration employment projections and salary information.

Primary research entailed communication with staff of the States' Career Cluster Initiative, human resources managers, state supervisors of career-technical education, and deans of business at postsecondary institutions. Data were collected in meetings with panels of top-level business executives, in 42 validation panels with business representatives from each pathway, and with groups of secondary business teachers. Electronic and mailed surveys were administered to collect input from a variety of stakeholders.

From the research efforts, MBAResearch staff determined that the four business-related clusters of Business Management and Administration, Finance, Hospitality and Tourism, and Marketing share a common core of curricular content. This common core, referred to as the Business Administration Core, includes knowledge and skill in such areas as Business Law, Communication Skills, Customer Relations, Economics, Emotional Intelligence, Entrepreneurship, Financial Analysis, Human Resources Management, Information Management, Marketing, Operations, Professional Development, and Strategic Management. These areas are depicted in Figure 1 on the next page. More than 500 industry-validation panel members analyzed the content of the Business Administration Core, determining which performance indicators applied to employees in their cluster (broad group of related careers that utilize a set of common knowledge and skills for career success) and pathways (sub-groupings of occupations that make up a cluster).



Figure 1: Schematic of the Business Administration Core for Business-related Clusters

Validation panel members also identified other content applicable to all pathways in their cluster. This content was designated as the Cluster Core. For the BMA Cluster, content was added to the customer relations area. New areas identified for the BMA Core include knowledge management, project management, quality management, and risk management. The Business Administration Core and the new BMA Core areas are shown in Figure 2.

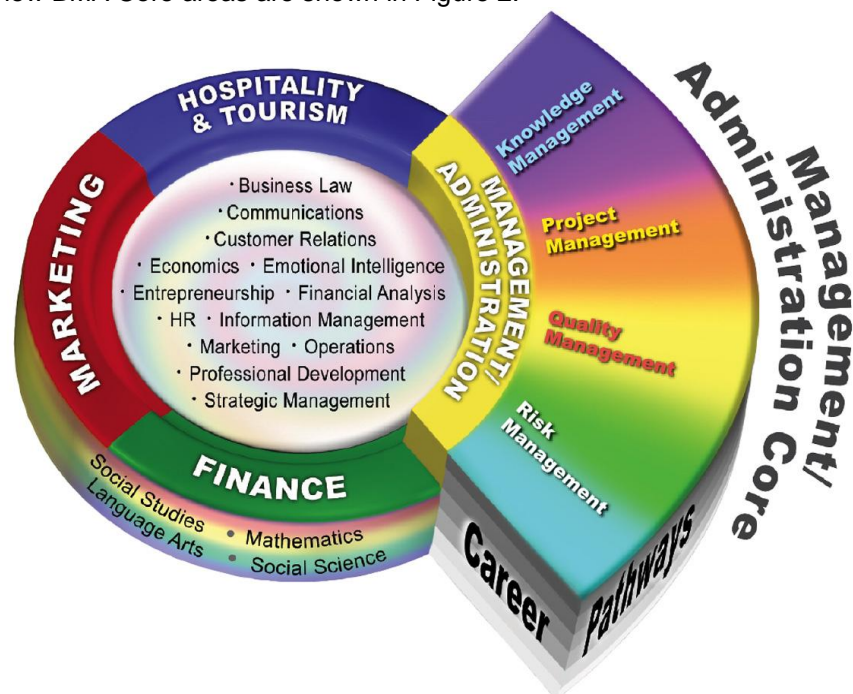


Figure 2: Schematic of Curriculum Framework for the Business Administration Core and BMA Core

Additional performance indicators were recognized as being specific, and in some cases unique, to a business management and administration pathway. These performance indicators were assigned to the applicable pathways. The pathways for the Business Management and Administration Cluster are described in Appendix A, and job opportunities for each business management and administration pathway have also been provided. When performance indicators were identified as being applicable to a specific job within a pathway, the knowledge or skill was designated as Specialty content.

The relationship among the knowledge and skills in the Business Administration Core, Cluster Core, Pathways, and Specialties is depicted in Figure 3.

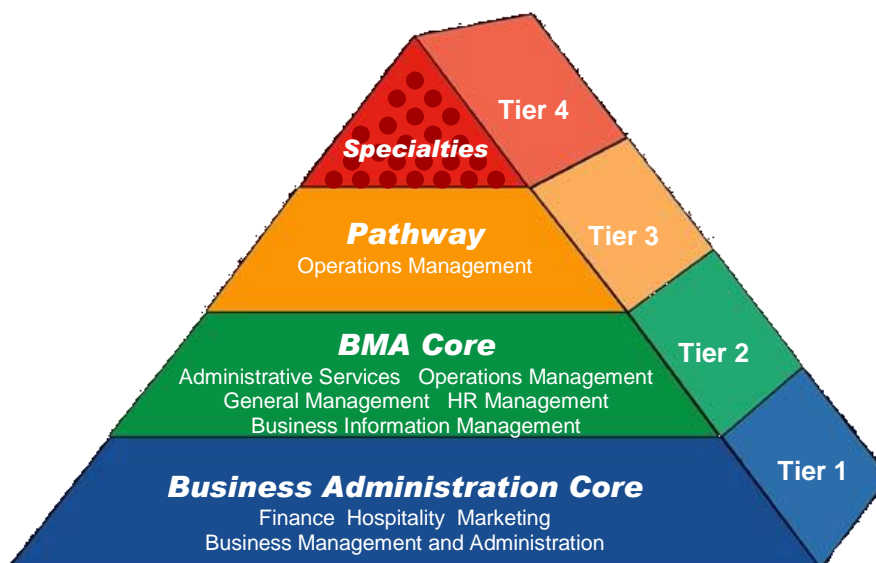


Figure 3: Schematic of Relationship Among Cores, Pathways, and Specialties

Initial Deliverables

Standards

A number of products resulted from the initial research efforts. The first product was the **standards, or knowledge and skills statements**, which encapsulate the overarching intent and/or purpose of a work function. These statements are broad based and are not measurable in and of themselves. The standards statements for the Business Administration Core and Business Management and Administration Core are provided in Appendix B.

Performance Elements

Each standard, or knowledge and skill statement, was further defined through a series of **performance elements**. These are broad-based work or cognitive performances that define the standard statement and that are further defined by a series of related performance indicators. They, too, are not measurable.

Performance Indicators

The **performance indicators** are specific work-based actions—either knowledge or skills—that specify what a worker must know or be able to do to achieve the performance element. They are comparable to tasks or competencies and are measurable. Individual workers perform the specific knowledge or skill stated in the performance indicators, and the quality of the performance can be determined. They are not, however, steps in a process or classroom activities.

Curriculum Planning Levels

Each performance indicator was assigned to one of six curriculum-planning levels: prerequisite, career-sustaining, specialist, supervisor, manager, or owner. These levels represent a continuum of instruction ranging from simple to complex and can serve as building blocks for curriculum development in that students should know and be able to perform the skills and knowledge at one level before tackling more complex ones at the next level. These levels can also be used as the basis for developing an unduplicated sequence of instruction for articulation between high school and postsecondary finance courses. The six curriculum-planning levels are defined as:

Prerequisite (PQ) Content develops employability and job-survival skills and concepts, including work ethics, personal appearance, and general business behavior.

Career-Sustaining (CS) Content develops skills and knowledge needed for continued employment in or study of business management and administration based on the application of basic academics and business skills.

Specialist (SP) Content provides in-depth, solid understanding and skill development in all business management and administration functions.

Supervisor (SU) Content provides the same in-depth, solid understanding and skill development in all business management and administration functions as in the business-management-and-administration-specialist curriculum, and in addition, incorporates content that addresses the supervision of people.

Manager (MN) Content develops strategic decision-making skills in all business management and administration functions needed to manage a business or department within an organization.

Owner (ON) Content develops strategic decision-making skills in all aspects of business management and administration that are needed to own and operate a business.

2008 BMA Standards

The knowledge and skill statements, performance elements, and leveled performance indicators identified for the Business Administration Core, BMA Core, and BMA Pathways can be downloaded from <http://www.mark-ed.org/2.0/Joomla/images/PDFs/BMAClusterReport9-18-2007.pdf>

The Next Step: Use of the BMA Standards

To aid with course development, the leveled performance indicators have been used to develop a Business Management and Administration Program of Study Resource Kit that presents an unduplicated sequence of instruction beginning in the ninth grade and going through grade 14. Use of this program of study model enables students to complete a seamless curriculum without unnecessarily or unintentionally duplicating course content.

For the program of study model to become a reality, instruction must be a collaborative effort: foundational instructors working with career-tech instructors, secondary instructors working with postsecondary instructors, and instructors working with business partners to support and build upon each other's efforts. In this way, the quality of instruction that students receive can be augmented by a network of instructors at both educational levels and business partners interested in obtaining well-trained employees.

Much of the program of study model's success will depend upon the use of resources and materials that heighten student interest, increase instructional efficiencies, and respond to the needs of business. By incorporating the use of technology into instructional delivery, instructors can generate student interest in the curriculum and provide hands-on opportunities for students to develop and hone their skills in a nonthreatening environment. Software tools should be utilized to aid in such areas as testing and grade tracking to increase classroom efficiency. Instructors should continuously update their curricula to incorporate the ever-changing skills and knowledge needed in business management and administration and the technology used by business professionals. In this way, students should be better prepared for the world of work, have a more realistic understanding of what is expected of them, and have hands-on opportunities in utilizing technology.

The Business Management and Administration Program of Study presents a promising approach to educational planning and curriculum development—a far cry from "the way we've always done it." Thus, many educators may consider the program of study model the beginning of a transformation in education. Unfortunately, this transformation won't come easily. Educators will need to work together to overcome turf issues, an "us-versus-them" mind set, and their beliefs in outdated educational paradigms. They need to learn how to build business partnerships, develop viable school-to-work initiatives, prepare alternative forms of assessment, update curriculum, articulate courses, and integrate curriculum. Therefore, all instructors will need to participate in professional-development activities to enable students to attain the high standards expected in the business world.

Elements of the Program of Study Model

The following components make up the program of study model:

- **Introduction**

The introductory section provides background information about the research activities on which the BMA model is based.

- **Grid depicting the sequence of foundational and career courses for students to take in grades 9-14**

Some of the courses identified in the grid are categorized as foundational because they are the supporting courses whose content should be mastered for the career courses to have relevance for student learning. Many of these courses are considered requirements for graduation from high schools and for entrance into postsecondary institutions. In addition, they contribute to the development of well-educated citizens. With the underpinnings provided by the foundational courses, students should be able to succeed and advance in the dynamic area of business management and administration. The career courses begin at the ninth grade with general core courses and continue through grade 14, becoming a greater portion of the overall curriculum and increasing in complexity and specificity.

- **Grade overviews**

The career courses for each grade level are introduced in grade overviews along with recommendations for alternative assessment, CTSO involvement, experiential learning, and business community involvement.

- **Career courses**

For each career course, a course description, course sequence, and performance indicators are provided.

- **Listing of BMA-related professional associations/organizations**

Both domestic and international business management and administration organizations are referenced in Appendix C for professional-development opportunities and for keeping the business curriculum up to date.

- **Listing of BMA-related certifications**

Numerous BMA-related professional certifications are listed in Appendix D. The business management and administration association or organization offering each certification is also identified.

- **Job opportunities for which students should be prepared**

Business management and administration careers often require a baccalaureate degree; however, some BMA positions can be obtained with a high-school diploma or an associate's degree. Business management and administration opportunities that can be obtained at multiple educational exit points are cited in Appendix E.

- **Listing of articulated courses**

Some of the high-school technical courses can be articulated for postsecondary course credit. Crosswalks of high-school career course performance indicators and sample postsecondary course objectives are provided in Appendix F for use in articulation agreements.

- **Academic integration**

Performance indicators requiring the application of English Language Arts principles, Social Science principles, and Mathematics principles are listed in Appendices G, H, and I. This information can be used to coordinate the content of foundational and career courses.

- **Guidance Counseling Guide**

To inform guidance counselors about the business management and administration program of study, a guidance counseling guide is furnished in Appendix J. The guide contains a grid depicting the sequence of foundational and career courses for BMA students to take in grades 9-14, a description of each BMA pathway, and BMA career opportunities at multiple educational exit points. This full-color, stand-alone guide is intended to be removed from the *Business Management and Administration Program of Study Resource Kit* and shared with secondary school guidance counselors.

- **Student Brochure**

To generate student interest in the business management and administration program, a full-color, multi-page student brochure is provided in Appendix K. The Student Brochure includes the same information that appears in the Guidance Counseling Guide—a BMA program of study grid, descriptions of the BMA pathways, and BMA career opportunities at multiple educational exit points—as well as a wealth of additional information of specific interest to prospective students. This information includes high school career course descriptions, internship details, CTSO information, and salary information for various BMA positions. The informative Student Brochure can also be shared with parents, business leaders, and other individuals who show an interest in the business management and administration program of study.

**Frequently
Asked
Questions**

- **Promotional Flyers for High School Career Courses**

A promotional flyer for each high school career course can be found in Appendix L. The six promotional flyers contain eye-catching graphics, course descriptions, and CTSO information for *Leadership*, *Personal Finance*, *Business and Marketing Essentials*, *Introduction to Management*, *Marketing for Managers*, and *Project Management*. These flyers can be shared with students, guidance counselors, and other individuals involved in course registration.

- **Program of Study Poster**

A business management and administration program of study poster is provided in Appendix M. This 11X17 full-color poster can be displayed in the classroom, the guidance counselor's office, or any other suitable location where students gather. The poster serves as a great promotional tool for the business management and administration program of study.

How Well Will Students Be Prepared?

The performance indicators are to be addressed over a six-year period in the recommended sequence. The overlap of content often found in business courses has been eliminated so that each course builds on, but does not duplicate, other courses. This indicates that mastery of course content should be required since student success will depend on knowledge acquired in previous courses. Therefore, by the end of the twelfth grade, students should have mastered all core business administration and business management and administration performance indicators through the career-sustaining level and some at the specialist level. At the postsecondary level, students are expected to focus on specialist-, supervisory-, managerial-, and ownership-level performance indicators from the business administration core, the business management and administration core, and multiple BMA pathways.

What Is the Model's Approach to the Business Management and Administration Pathways?

The *Business Management and Administration Program of Study Resource Kit* does not limit itself to any one of the BMA pathways. Instead, it takes a more holistic approach to the BMA cluster. Upon completion of all six grades of career coursework, students will have a broad foundation in business administration as well as a concentration in business management and administration. Such a base of knowledge and skills is essential for further study in any BMA pathway. In addition, students explore and develop a fundamental understanding of all BMA pathways. Such exploration gives students the opportunity to determine where their interests lie. More advanced study in business administration, business management and administration, and a BMA pathway can be pursued at a four-year institution.

Can the Model Be Modified?

Of course it can. Career-tech programs should be based on local needs. What works for career-tech in New York City might be inappropriate for career-tech in Laramie, Wyoming. Local and state education requirements vary; therefore, the model will need to be modified to meet those requirements. **However**, the ramifications associated with proposed changes should be carefully examined.

Changes to course titles should have little impact on the model's success. The titles were developed to convey the intent of the courses. Likewise, as the content of some courses is addressed at earlier grade levels, the model should be sufficiently flexible so that new, additional, more advanced courses or performance indicators can be added to the business management and administration curriculum.

On the other hand, changes to course sequences and omission of performance indicators can affect the model's effectiveness. The BMA program of study model consists of courses that have been sequenced in a logical, recommended order of instruction. At the lower grade levels, courses are general in nature and appropriate for students in business and marketing program areas. As students progress through the grade levels, they encounter a curriculum that is designed to increase in complexity, become more specific to business management and administration, and increase involvement with the business community. Likewise, each course is composed of performance indicators that have been carefully identified, industry validated, and purposefully included in specific courses. At each grade level, performance indicators serve as building blocks for performance indicators that students will encounter at higher grade levels. Random changes made to course sequence and content may unintentionally affect student understanding of business management and administration.

What Textbook Will I Use?

No one text currently does the total job for each course. Often, texts present an overview of many business principles without addressing the "how-to's." Instructors are responsible for teaching performance indicators--not chapters 1-20 from a text without regard to the learning outcomes that are presented. They need to select resources that provide the information needed to achieve the performance indicator. For example, if a student is supposed to be able to demonstrate how to implement knowledge-management strategies, the student should be given a resource that presents methods for implementing knowledge-management strategies. A resource that defines knowledge management, explains its importance, and identifies knowledge-management strategies has not gone far enough to enable the student to implement knowledge-management strategies. Therefore, instructors will need to access multiple resources to support the curriculum adequately.

**Premises
of the
Curriculum**

The business management and administration curriculum should:

- Encourage students to think critically about the business world
- Stress the integration of and articulation with academics such as English language arts, mathematics, and social studies
- Provide a foundation to support advanced study in business
- Enable students to acquire broad understandings of and skills in business management and administration
- Enable students to understand and use technology to perform classroom activities
- Stress the importance of interpersonal skills in diverse societies
- Foster a realistic understanding of the business environment in which management and administration activities are performed
- Foster an understanding and appreciation of business ethics
- Utilize a variety of types of interactions with the business community

Business Management and Administration Program of Study Grid

Section 2

In separate PDF File

Career Courses

Section 3

**Career Courses:
Grade 9**

The ninth-grade career courses are comprised of two one-semester courses: *Leadership* and *Personal Finance*. All students pursuing a career in Business Management and Administration, Entrepreneurship, Finance, or Marketing should take both courses.

**Alternative
Assessment**

Student portfolios are initiated which address: assessment of personal strengths, identification of personal goals, development of an action plan, and identification of knowledge/skills acquired.

The following rubrics could also be used to assess student mastery of *Leadership* course content:

Marketing Education Resource Center. (2000). *Performance assessment rubric: Oral presentation*. Columbus, OH: Author.

Marketing Education Resource Center. (2002). *Performance assessment rubric: Participating as a team member*. Columbus, OH: Author.

Marketing Education Resource Center. (2006). *Performance assessment rubric: Demonstrating ethical work habits*. Columbus, OH: Author.

**CTSO
Involvement**

During the ninth grade, students should receive an orientation to the purpose, value, and activities of a student organization such as DECA, Business Professionals of America (BPA), or Future Business Leaders of America (FBLA).

**Experiential
Learning/
Business
Community
Involvement**

In *Leadership*, students should develop and carry out a service-learning project that utilizes extensive interaction with the community, including businesses in the local area. Through implementation of the project, students should strengthen their leadership skills.

During the personal finance course, local business professionals should be invited to speak to students about financial products such as checking and savings accounts and insurance.

Course Title	Leadership
Description	<i>Leadership</i> develops student understanding and skills in the areas of communication skills and emotional intelligence. Through this course, students acquire an appreciation for the need for self-awareness, teamwork, and leadership skills. By developing these skills and habits early, students are likely to experience greater success in subsequent academic and career courses, as well as perform better in their CTSO and professional lives.
Performance Indicators	44
Credit	.5 unit
Recommended Sequence	First semester of grade 9
Instructional Area	Communication Skills
Performance Element	Read to acquire meaning from written material and to apply the information to a task.
Performance Indicators	Identify sources that provide relevant, valid written material (CO:054) (PQ) Extract relevant information from written materials (CO:055) (PQ) Apply written directions to achieve tasks (CO:056) (PQ)
Performance Element	Apply active listening skills to demonstrate understanding of what is being said.
Performance Indicators	Explain communication techniques that support and encourage a speaker (CO:082) (PQ) Follow directions (CO:119) (PQ) Demonstrate active listening skills (CO:017) (PQ)
Performance Element	Apply verbal skills to obtain and convey information.
Performance Indicators	Explain the nature of effective verbal communications (CO:147) (PQ) Ask relevant questions (CO:058) (PQ) Interpret others' nonverbal cues (CO:059) (PQ) Provide legitimate responses to inquiries (CO:060) (PQ) Give verbal directions (CO:083) (PQ) Make oral presentations (CO:025) (SP)

Instructional Area	Emotional Intelligence
Performance Element	Foster self-understanding to recognize the impact of personal feelings on others.
Performance Indicators	Describe the nature of emotional intelligence (EI:001, EI LAP 6) (PQ) Explain the concept of self esteem (EI:016, HR LAP 12) (PQ) Recognize personal biases and stereotypes (EI:017) (PQ) Assess personal strengths and weaknesses (EI:002) (PQ)
Performance Element	Develop personal traits to foster career advancement.
Performance Indicators	Identify desirable personality traits important to business (EI:018, EI LAP 9) (PQ) Exhibit self-confidence (EI:023) (PQ) Demonstrate interest and enthusiasm (EI:020, HR LAP 20) (PQ) Demonstrate initiative (EI:024, EI LAP 2) (PQ)
Performance Element	Apply ethics to demonstrate trustworthiness.
Performance Indicators	Demonstrate responsible behavior (EI:021, PD LAP 7) (PQ) Demonstrate honesty and integrity (EI:022, HR LAP 19) (PQ) Demonstrate ethical work habits (EI:004, EI LAP 4) (PQ)
Performance Element	Exhibit techniques to manage emotional reactions to people and situations.
Performance Indicators	Exhibit positive attitude (EI:019, EI LAP 3) (PQ) Demonstrate self control (EI:025, EI LAP 14) (PQ) Explain the use of feedback for personal growth (EI:003, HR LAP 3) (PQ) Adjust to change (EI:026, HR LAP 8) (PQ)
Performance Element	Identify with others' feelings, needs, and concerns to enhance interpersonal relations.
Performance Indicators	Respect the privacy of others (EI:029) (PQ) Show empathy for others (EI:030, EI LAP 12) (PQ) Exhibit cultural sensitivity (EI:033, EI LAP 11) (CS)
Performance Element	Use communication skills to foster open, honest communications.
Performance Indicators	Explain the nature of effective communications (EI:007) (PQ)

Instructional Area	Emotional Intelligence (cont'd)
Performance Element	Manage stressful situations to minimize negative workplace interactions.
Performance Indicators	Use appropriate assertiveness (EI:008, HR LAP 16) (PQ) Use conflict-resolution skills (EI:015, EI LAP 7) (CS)
Performance Element	Implement teamwork techniques to accomplish goals.
Performance Indicators	Participate as a team member (EI:045) (CS) Demonstrate teamwork skills (EI:010) (CS)
Performance Element	Employ leadership skills to achieve workplace objectives.
Performance Indicators	Explain the concept of leadership (EI:009) (CS) Determine personal vision (EI:063) (CS) Demonstrate adaptability (EI:006) (CS) Develop an achievement orientation (EI:027, EI LAP 10) (CS) Lead change (EI:005) (CS) Enlist others in working toward a shared vision (EI:060, EI LAP 13) (CS) Coach others (EI:041) (CS)
Performance Element	Manage internal and external business relationships to foster positive interactions.
Performance Indicators	Treat others fairly at work (EI:036, HR LAP 24) (PQ) Foster positive working relationships (EI:037, EI LAP 5) (CS)

Course Title	Personal Finance
Description	The goal of <i>Personal Finance</i> is to help students to become financially responsible, conscientious members of society. To reach that end, this course develops student understanding and skills in such areas as money management, budgeting, financial goal attainment, the wise use of credit, insurance, investments, and consumer rights and responsibilities.
Performance Indicators	31
Credit	.5 unit
Recommended Sequence	Second semester of grade 9
Instructional Area	Business Law
Performance Element	Explore the regulatory environment of United States' businesses to understand the diversity of regulations.
Performance Indicators	Discuss consumer rights and responsibilities (CS) Explain the nature and scope of personal bankruptcy (CS)
Instructional Area	Financial Analysis
Performance Element	Understand the fundamental principles of money needed to make financial exchanges.
Performance Indicators	Explain forms of financial exchange (cash, credit, debit, electronic funds transfer, etc.) (FI:058) (PQ) Identify types of currency (paper money, coins, banknotes, government bonds, treasury notes, etc.) (FI:059) (PQ) Describe functions of money (medium of exchange, unit of measure, store of value) (FI:060) (PQ) Describe sources of income (wages/salaries, interest, rent, dividends, transfer payments, etc.) (FI:061) (PQ) Explain the time value of money (FI:062) (CS) Explain the purposes and importance of credit (FI:002, FI LAP 2) (CS) Explain legal responsibilities associated with financial exchanges (FI:063) (CS)

Instructional Area	Financial Analysis (cont'd)
Performance Element	Analyze financial needs and goals to determine financial requirements.
Performance Indicators	Describe the impact of career choice, education, and skills on income and goal attainment (CS) Explain the nature of financial needs (e.g., college, retirement, wills, insurance, etc.) (FI:064) (CS) Explain the need to save and invest (CS) Set financial goals (FI:065) (CS) Develop personal budget (FI:066) (CS)
Performance Element	Manage personal finances to achieve financial goals.
Performance Indicators	Explain the nature of tax liabilities (FI:067) (PQ) Interpret a pay stub (FI:068) (PQ) Prepare bank account documents (e.g., checks, deposit/withdrawal slips, endorsements, etc.) (PQ) Maintain financial records (FI:069) (PQ) Read and reconcile bank statements (FI:070) (PQ) Discuss the advantages and disadvantages of renting versus buying property (CS) Demonstrate the wise use of credit (FI:071) (CS) Validate credit history (FI:072) (CS) Protect against identity theft (FI:073) (CS) Prepare personal income tax forms (i.e., 1040 EZ form) (FI:075) (CS)
Performance Element	Understand the use of financial-services providers to aid in financial-goal achievement.
Performance Indicators	Describe types of financial-services providers (FI:075) (CS) Discuss considerations in selecting a financial-services provider (FI:076) (CS)
Performance Element	Use investment strategies to ensure financial wellbeing.
Performance Indicators	Explain types of investments (FI:077) (CS) Discuss the nature of retirement planning (CS)
Performance Element	Identify potential business threats and opportunities to protect a business's financial well-being.
Performance Indicators	Describe the concept of insurance (FI:081) (CS)

Instructional Area	Professional Development
Performance Element	Acquire self-development skills to enhance relationships and improve efficiency in the work environment.
Performance Indicators	Maintain appropriate personal appearance (PD:002, PD LAP 5) (PQ) Demonstrate systematic behavior (PD:009, HR LAP 4) (PQ)

**Career Courses:
Grade 10**

In the tenth grade, students should take one year-long course entitled *Business and Marketing Essentials*. All students pursuing a career in Business Management and Administration, Entrepreneurship, Finance, or Marketing should take this course. The performance indicators presented in *Business and Marketing Essentials* introduce students to business functions and job-acquisition skills. During the summer following grade 10, students are expected to complete a work internship with a local business.

**Alternative
Assessment**

Students assess career goals, providing rationale for career choice, identifying obstacles to achieving goals, and developing an action plan for overcoming obstacles. Students update listing of knowledge and skills acquired.

The following rubrics could also be used to assess student mastery of *Business and Marketing Essentials* course content:

Marketing Education Resource Center. (2000). *Performance assessment rubric: Database development*. Columbus, OH: Author.
Marketing Education Resource Center. (2000). *Performance assessment rubric: Desktop publishing*. Columbus, OH: Author.
Marketing Education Resource Center. (2000). *Performance assessment rubric: Employment seeking*. Columbus, OH: Author.
Marketing Education Resource Center. (2002). *Performance assessment rubric: Designing a web site*. Columbus, OH: Author.

**CTSO
Involvement**

In the tenth grade, students should actively take part in DECA, BPA, or FBLA. During the year, students should develop an understanding of the organization's program of work. Students should enhance their involvement in the organization by participating on committees.

**Experiential
Learning/
Business
Community
Involvement**

Group visits should be made to different types of working environments in large and small companies (e.g., producers of raw materials and finished goods, service providers, retailers, wholesalers, not-for-profits, etc.). Local business professionals should be invited to speak to students about business activities.

In addition, students should participate in a summer internship with a local business between grades 10 and 11. Internship responsibilities should align with knowledge and skills acquired in the courses *Leadership*, *Personal Finance*, and *Business and Marketing Essentials*.

Course Title	Business and Marketing Essentials
Description	<i>Business and Marketing Essentials</i> is an introductory business course that develops student understanding and skills in such areas as business law, communication skills, customer relations, economics, emotional intelligence, financial analysis, human resources management, information management, marketing, operations, professional development, and strategic management. Students acquire knowledge of fundamental business activities and factors affecting business, develop verbal and written communication skills, use information literacy skills, utilize job-seeking strategies, and participate in career planning.
Performance Indicators	90
Credit	1 unit
Recommended Sequence	Grade 10
Instructional Area	Business Law
Performance Element	Apply knowledge of business ownership to establish and continue business operations.
Performance Indicators	Explain types of business ownership (BL:003, BA LAP 7) (CS)
Instructional Area	Communication Skills
Performance Element	Apply verbal skills to obtain and convey information.
Performance Indicators	Employ communication styles appropriate to target audience (CO:084) (CS) Defend ideas objectively (CO:061) (CS) Handle telephone calls in a businesslike manner (CO:114) (CS) Participate in group discussions (CO:053) (CS)
Performance Element	Record information to maintain and present a report of business activity.
Performance Indicators	Utilize note-taking strategies (CO:085) (CS) Organize information (CO:086) (CS) Select and use appropriate graphic aids (CO:087) (CS)

Instructional Area	Communication Skills (cont'd)
Performance Element	Write internal and external business correspondence to convey and obtain information effectively.
Performance Indicators	<p>Explain the nature of effective written communications (CO:016) (CS)</p> <p>Select and utilize appropriate formats for professional writing (CO:088) (CS)</p> <p>Edit and revise written work consistent with professional standards (CO:089) (CS)</p> <p>Write professional e-mails (CO:090) (CS)</p>
Instructional Area	Customer Relations
Performance Element	Foster positive relationships with customers to enhance company image.
Performance Indicators	Explain the nature of positive customer relations (CR:003) (CS)
Instructional Area	Economics
Performance Element	Understand fundamental economic concepts to obtain a foundation for employment in business.
Performance Indicators	<p>Distinguish between economic goods and services (EC:002, EC LAP 10) (CS)</p> <p>Explain the concept of economic resources (EC:003, EC LAP 14) (CS)</p> <p>Describe the concepts of economics and economic activities (EC:001, EC LAP 6) (CS)</p> <p>Determine economic utilities created by business activities (EC:004, EC LAP 13) (CS)</p> <p>Explain the principles of supply and demand (EC:005, EC LAP 11) (CS)</p> <p>Describe the functions of prices in markets (EC:006, EC LAP 12) (CS)</p>
Performance Element	Understand the nature of business to show its contributions to society.
Performance Indicators	<p>Explain the role of business in society (EC:070, EC LAP 20) (CS)</p> <p>Describe types of business activities (EC:071, EC LAP 19) (CS)</p> <p>Explain the organizational design of businesses (EC:103) (SP)</p> <p>Discuss the global environment in which businesses operate (EC:104) (SP)</p> <p>Describe factors that affect the business environment (EC:105) (SP)</p> <p>Explain the nature of business ethics (EC:106) (SP)</p> <p>Explain how organizations adapt to today's markets (EC:107) (SP)</p>

Instructional Area	Economics (cont'd)
Performance Element	Understand economic systems to be able to recognize the environments in which businesses function.
Performance Indicators	<p>Explain the types of economic systems (EC:007, EC LAP 17) (CS)</p> <p>Explain the concept of private enterprise (EC:009, EC LAP 15) (CS)</p> <p>Identify factors affecting a business's profit (EC:010, EC LAP 2) (CS)</p> <p>Determine factors affecting business risk (EC:011, EC LAP 3) (CS)</p> <p>Explain the concept of competition (EC:012, EC LAP 8) (CS)</p>
Performance Element	Acquire knowledge of the impact of government on business activities to make informed economic decisions.
Performance Indicators	Determine the relationship between government and business (EC:008, EC LAP 16) (CS)
Performance Element	Analyze cost/profit relationships to guide business decision-making.
Performance Indicators	Explain the concept of productivity (EC:013, EC LAP 18) (CS)
Instructional Area	Financial Analysis
Performance Element	Acquire a foundational knowledge of accounting to understand its nature and scope.
Performance Indicators	Explain the concept of accounting (FI:085, FI LAP 5) (CS)
Performance Element	Acquire a foundational knowledge of finance to understand its nature and scope.
Performance Indicators	Explain the role of finance in business (FI:354, FI LAP 7) (CS)
Instructional Area	Human Resources Management
Performance Element	Understand the role and function of human resources management to obtain a foundational understanding of its nature and scope.
Performance Indicators	Discuss the nature of human resources management (HR:410) (CS)

Instructional Area	Information Management
Performance Element	Use information literacy skills to increase workplace efficiency and effectiveness.
Performance Indicators	<p>Assess information needs (NF:077) (CS)</p> <p>Obtain needed information efficiently (NF:078) (CS)</p> <p>Evaluate quality and source of information (NF:079) (CS)</p> <p>Apply information to accomplish a task (NF:080) (CS)</p> <p>Store information for future use (NF:081) (CS)</p>
Performance Element	Acquire a foundational knowledge of information management to understand its nature and scope.
Performance Indicators	Discuss the nature of information management (NF:110) (CS)
Performance Element	Utilize information-technology tools to manage and perform work responsibilities.
Performance Indicators	<p>Identify ways that technology impacts business (NF:003) (CS)</p> <p>Explain the role of information systems (NF:083) (PQ)</p> <p>Discuss principles of computer systems (NF:084) (PQ)</p> <p>Use basic operating systems (NF:085) (PQ)</p> <p>Describe the scope of the Internet (NF:086) (PQ)</p> <p>Demonstrate basic e-mail functions (NF:004) (PQ)</p> <p>Demonstrate personal information management/productivity applications (NF:005) (PQ)</p> <p>Demonstrate basic web-search skills (NF:006) (PQ)</p> <p>Demonstrate basic word processing skills (NF:007) (PQ)</p> <p>Demonstrate basic presentation applications (NF:008) (PQ)</p> <p>Demonstrate basic database applications (NF:009) (PQ)</p> <p>Demonstrate basic spreadsheet applications (NF:010) (PQ)</p>
Instructional Area	Marketing
Performance Element	Understand marketing's role and function in business to facilitate economic exchanges with customers.
Performance Indicators	Explain marketing and its importance in a global economy (MK:001, BA LAP 11) (CS)
Instructional Area	Operations
Performance Element	Understand operation's role and function in business to value its contributions to a company.
Performance Indicators	Explain the nature of operations (OP:189) (CS)

Instructional Area	Operations (cont'd)
Performance Element	Adhere to health and safety regulations to support a safe work environment.
Performance Indicators	Describe health and safety regulations in business (OP:004) (PQ) Report noncompliance with business health and safety regulations (OP:005) (PQ)
Performance Element	Implement safety procedures to minimize loss.
Performance Indicators	Follow instructions for use of equipment, tools, and machinery (OP:006) (PQ) Follow safety precautions (OP:007, RM LAP 2) (PQ) Maintain a safe work environment (OP:008) (CS) Explain procedures for handling accidents (OP:009, RM LAP 3) (CS) Handle and report emergency situations (OP:010) (CS)
Performance Element	Implement security policies/procedures to minimize chance for loss.
Performance Indicators	Explain routine security precautions (OP:013, RM LAP 4) (CS) Follow established security procedures/policies (OP:152) (CS) Protect company information and intangibles (OP:153) (CS)
Performance Element	Implement purchasing activities to obtain business supplies, equipment and services.
Performance Indicators	Explain the nature and scope of purchasing (OP:015, OP LAP 2) (CS) Place orders/reorders (OP:016) (CS) Maintain inventory of supplies (OP:031) (CS)
Performance Element	Understand production's role and function in business to recognize its need in an organization.
Performance Indicators	Explain the concept of production (OP:017, BA LAP 1) (CS)
Instructional Area	Professional Development
Performance Element	Acquire self-development skills to enhance relationships and improve efficiency in the work environment.
Performance Indicators	Set personal goals (PD:018, HR LAP 6) (CS)
Performance Element	Utilize critical-thinking skills to determine best options/outcomes.
Performance Indicators	Explain the need for innovation skills (PD:126) (CS) Make decisions (PD:017, PD LAP 10) (CS) Demonstrate problem-solving skills (PD:077, IS LAP 2) (CS)

Instructional Area	Professional Development (cont'd)
Performance Element	Participate in career-planning to enhance job-success potential.
Performance Indicators	<p>Assess personal interests and skills needed for success in business (PD:013, HR LAP 2) (PQ)</p> <p>Analyze employer expectations in the business environment (PD:020) (PQ)</p> <p>Explain the rights of workers (PD:021) (PQ)</p> <p>Identify sources of career information (PD:022) (CS)</p> <p>Identify tentative occupational interest (PD:023) (CS)</p> <p>Explain employment opportunities in business (PD:025, PD LAP 15) (CS)</p>
Performance Element	Implement job-seeking skills to obtain employment.
Performance Indicators	<p>Utilize job-search strategies (PD:026) (PQ)</p> <p>Complete a job application (PD:027) (PQ)</p> <p>Interview for a job (PD:028) (PQ)</p> <p>Write a follow-up letter after job interviews (PD:029) (CS)</p> <p>Write a letter of application (PD:030) (CS)</p> <p>Prepare a résumé (PD:031) (CS)</p>
Performance Element	Utilize career-advancement activities to enhance professional development.
Performance Indicators	<p>Describe techniques for obtaining work experience (e.g., volunteer activities, internships) (PD:032) (PQ)</p> <p>Explain the need for ongoing education as a worker (PD:033) (PQ)</p> <p>Explain possible advancement patterns for jobs (PD:034) (PQ)</p>
Instructional Area	Strategic Management
Performance Element	Recognize management's role to understand its contribution to business success.
Performance Indicators	<p>Explain the concept of management (SM:001, BA LAP 6) (CS)</p>

Course Title	Summer Internship (Between Grades 10 and 11)
Description	Students obtain 120 hours of planned, evaluated work experience with a local business. Internship enables students to utilize their studies, expand their perceptions of the work environment, and gain practical experience. Students are required to maintain a journal of their internship experience.
Performance Indicators	42
Recommended Sequence	Summer between grades 10 and 11
Instructional Area	Communication Skills
Performance Element	Apply active listening skills to demonstrate understanding of what is being said.
Performance Indicators	Follow directions (CO:119) (PQ) Demonstrate active listening skills (CO:017) (PQ)
Performance Element	Apply verbal skills to obtain and convey information.
Performance Indicators	Ask relevant questions (CO:058) (PQ)
Instructional Area	Economics
Performance Element	Understand the nature of business to show its contributions to society.
Performance Indicators	Explain the role of business in society (EC:070, EC LAP 20) (CS) Describe types of business activities (EC:071, EC LAP 19) (CS) Explain the organizational design of businesses (EC:103) (SP) Describe factors that affect the business environment (EC:105) (SP) Explain the nature of business ethics (EC:106) (SP)
Performance Element	Acquire knowledge of the impact of government on business activities to make informed economic decisions.
Performance Indicators	Determine the relationship between government and business (EC:008, EC LAP 16) (CS)

Instructional Area	Emotional Intelligence
Performance Element	Foster self-understanding to recognize the impact of personal feelings on others.
Performance Indicators	Assess personal strengths and weaknesses (EI:002) (PQ)
Performance Element	Develop personal traits to foster career advancement.
Performance Indicators	Identify desirable personality traits important to business (EI:018, EI LAP 9) (PQ) Exhibit self-confidence (EI:023) (PQ) Demonstrate interest and enthusiasm (EI:020, HR LAP 20) (PQ) Demonstrate initiative (EI:024, EI LAP 2) (PQ)
Performance Element	Apply ethics to demonstrate trustworthiness.
Performance Indicators	Demonstrate responsible behavior (EI:021, PD LAP 7) (PQ) Demonstrate honesty and integrity (EI:022, HR LAP 19) (PQ) Demonstrate ethical work habits (EI:004, EI LAP 4) (PQ)
Performance Element	Exhibit techniques to manage emotional reactions to people and situations.
Performance Indicators	Exhibit positive attitude (EI:019, EI LAP 3) (PQ) Demonstrate self control (EI:025, HR LAP 18) (PQ)
Performance Element	Manage stressful situations to minimize negative workplace interactions.
Performance Indicators	Use appropriate assertiveness (EI:008, HR LAP 16) (PQ)
Performance Element	Employ leadership skills to achieve workplace objectives.
Performance Indicators	Demonstrate adaptability (EI:006) (CS)
Performance Element	Manage internal and external business relationships to foster positive interactions.
Performance Indicators	Treat others fairly at work (EI:036, HR LAP 24) (PQ) Foster positive working relationships (EI:037, EI LAP 5) (CS)

Instructional Area	Financial Analysis
Performance Element	Acquire a foundational knowledge of accounting to understand its nature and scope.
Performance Indicators	Explain the concept of accounting (FI:085, FI LAP 5) (CS)
Performance Element	Acquire a foundational knowledge of finance to understand its nature and scope.
Performance Indicators	Explain the role of finance in business (FI:354, FI LAP 7) (CS)
Instructional Area	Human Resources Management
Performance Element	Understand the role and function of human resources management to obtain a foundational understanding of its nature and scope.
Performance Indicators	Discuss the nature of human resources management (HR:410) (CS)
Instructional Area	Information Management
Performance Element	Acquire a foundational knowledge of information management to understand its nature and scope.
Performance Indicators	Discuss the nature of information management (NF:110) (CS)
Performance Element	Utilize information-technology tools to manage and perform work responsibilities.
Performance Indicators	Identify ways that technology impacts business (NF:003) (CS)
Instructional Area	Marketing
Performance Element	Understand marketing's role and function in business to facilitate economic exchanges with customers.
Performance Indicators	Explain marketing and its importance in a global economy (MK:001, BA LAP 11) (CS)

Instructional Area	Operations
Performance Element	Understand operation's role and function in business to value its contributions to a company.
Performance Indicators	Explain the nature of operations (OP:189) (CS)
Performance Element	Adhere to health and safety regulations to support a safe work environment.
Performance Indicators	Describe health and safety regulations in business (OP:004) (PQ)
Performance Element	Implement safety procedures to minimize loss.
Performance Indicators	Follow instructions for use of equipment, tools, and machinery (OP:006) (PQ) Follow safety precautions (OP:007, RM LAP 2) (PQ) Maintain a safe work environment (OP:008) (CS)
Performance Element	Implement security policies/procedures to minimize chance for loss.
Performance Indicators	Explain routine security precautions (OP:013, RM LAP 4) (CS) Follow established security procedures/policies (OP:152) (CS)
Performance Element	Implement purchasing activities to obtain business supplies, equipment and services.
Performance Indicators	Explain the nature and scope of purchasing (OP:015, OP LAP 2) (CS)
Performance Element	Understand production's role and function in business to recognize its need in an organization.
Performance Indicators	Explain the concept of production (OP:017, BA LAP 1) (CS)
Instructional Area	Professional Development
Performance Element	Acquire self-development skills to enhance relationships and improve efficiency in the work environment.
Performance Indicators	Maintain appropriate personal appearance (PD:002, PD LAP 5) (PQ) Demonstrate systematic behavior (PD:009, HR LAP 4) (PQ)

Instructional Area	Professional Development (cont'd)
Performance Element	Utilize critical-thinking skills to determine best options/outcomes.
Performance Indicators	Demonstrate problem-solving skills (PD:077, IS LAP 2) (CS)
Instructional Area	Strategic Management
Performance Element	Recognize management's role to understand its contribution to business success.
Performance Indicators	Explain the concept of management (SM:001, BA LAP 6) (CS)

**Career Courses:
Grade 11**

In the eleventh grade, students should take *Introduction to Management*, which is a year-long course that introduces students to types of management. The course is considered core for any student pursuing a career in management. During the summer following grade 11, students are expected to complete a work internship with a local business.

**Alternative
Assessment**

Students should update their listing of knowledge and skills acquired. Samples of the student's work should be added to the portfolio, including business letters written by the student and video recordings of the student making an oral presentation.

The following rubric could also be used to assess student mastery of *Introduction to Management* course content:

Marketing Education Resource Center. (2002). *Performance assessment rubric: Handling difficult customers*. Columbus, OH: Author.

**CTSO
Involvement**

Student participation in a professional youth organization such as DECA, BPA, or FBLA should be encouraged. Participation in DECA, BPA, or FBLA activities provides students an avenue for reinforcing and applying classroom instruction in a competitive, non-threatening environment. Students should be encouraged to demonstrate leadership in the organization by serving as chairpersons of short-term committees and to participate in competitive events.

**Experiential
Learning/
Business
Community
Involvement**

Students should continue their involvement in the business community through projects and guest speakers.

In addition, students should participate in a summer internship with a local business between grades 11 and 12. Internship responsibilities should align with knowledge and skills acquired in the courses *Leadership*, *Personal Finance*, *Business and Marketing Essentials*, and *Introduction to Management*.

Course Title	Introduction to Management
Description	This course expands student understanding of management. It exposes students to several types of management, including customer relationship management, human resources management, information management, knowledge management, product-development management, project management, quality management, and strategic management. Economics, finance, and professional development are also stressed throughout the course.
Performance Indicators	82
Credit	1 unit
Recommended Sequence	Grade 11
Instructional Area	Communication Skills
Performance Element	Read to acquire meaning from written material and to apply the information to a task.
Performance Indicators	Analyze company resources to ascertain policies and procedures (CO:057) (CS)
Performance Element	Write internal and external business correspondence to convey and obtain information effectively.
Performance Indicators	Write business letters (CO:133) (CS) Write informational messages (CO:039) (CS) Write inquiries (CO:040) (CS)
Instructional Area	Customer Relations
Performance Element	Foster positive relationships with customers to enhance company image.
Performance Indicators	Demonstrate a customer-service mindset (CR:004, HR LAP 32) (CS) Reinforce service orientation through communication (CR:005) (CS) Respond to customer inquiries (CR:006) (CS) Adapt communication to the cultural and social differences among clients (CR:019) (CS) Interpret business policies to customers/clients (CR:007, HR LAP 25) (CS)

Instructional Area	Customer Relations (cont'd)
Performance Element	Support sales activities to encourage repeat business.
Performance Indicators	Explain the relationship between customer services and sales (CS) Process customer orders (CS) Process customer returns (CS)
Performance Element	Resolve conflicts with/for customers to encourage repeat business.
Performance Indicators	Handle difficult customers (CR:009, EI LAP 1) (CS) Handle customer/client complaints (CR:010, HR LAP 23) (CS)
Performance Element	Reinforce company's image to exhibit the company's brand promise.
Performance Indicators	Identify company's brand promise (CR:001) (CS) Determine ways of reinforcing the company's image through employee performance (CR:002) (CS)
Performance Element	Understand the nature of customer relationship management to show its contributions to a company.
Performance Indicators	Discuss the nature of customer relationship management (CR:016) (SP) Explain the role of ethics in customer relationship management (CR:017) (SP) Describe the use of technology in customer relationship management (CR:018) (SP)
Performance Element	Utilize technology to facilitate customer relationship management.
Performance Indicators	Explain the use of databases in customer relationship management (CS) Use CRM technology (SP)
Instructional Area	Economics
Performance Element	Acquire knowledge of the impact of government on business activities to make informed economic decisions.
Performance Indicators	Describe the nature of taxes (EC:072) (SP)

Instructional Area	Economics (cont'd)
Performance Element	Analyze cost/profit relationships to guide business decision-making.
Performance Indicators	Analyze the impact of specialization/division of labor on productivity (EC:014, EC LAP 7) (SP) Explain the concept of organized labor and business (EC:015, EC LAP 5) (SP) Explain the impact of the law of diminishing returns (EC:023) (SP)
Performance Element	Understand economic indicators to recognize economic trends and conditions.
Performance Indicators	Discuss the measure of consumer spending as an economic indicator (EC:081) (SP) Describe the economic impact of inflation on business (EC:083) (SP) Explain the concept of Gross Domestic Product (GDP) (EC:017, EC LAP 1) (SP) Discuss the impact of a nation's unemployment rates (EC:082) (SP) Explain the economic impact of interest-rate fluctuations (EC:084) (SP) Determine the impact of business cycles on business activities (EC:018, EC LAP 9) (SP)
Performance Element	Determine global trade's impact on business decision-making.
Performance Indicators	Explain the nature of global trade (EC:016, EC LAP 4) (SP) Describe the determinants of exchange rates and their effects on the domestic economy (EC:100) (SP) Discuss the impact of cultural and social environments on global trade (EC:045) (SP)
Instructional Area	Financial Analysis
Performance Element	Identify potential business threats and opportunities to protect a business's financial well-being.
Performance Indicators	Identify speculative business risks (FI:080) (MN) Explain the nature of risk management (FI:084, BA LAP 2) (MN)
Performance Element	Implement accounting procedures to track money flow and to determine financial status.
Performance Indicators	Describe the nature of cash flow statements (FI:091, FI LAP 6) (SP) Explain the nature of balance sheets (FI:093) (SP) Describe the nature of income statements (FI:094, FI LAP 4) (SP)

Instructional Area	Financial Analysis (cont'd)
Performance Element	Manage financial resources to ensure solvency.
Performance Indicators	Describe the nature of budgets (FI:106, FI LAP 3) (SP)
Instructional Area	Human Resources Management
Performance Element	Understand the role and function of human resources management to obtain a foundational knowledge of its nature and scope.
Performance Indicators	Explain the role of ethics in human resources management (HR:411) (SP) Describe the use of technology in human resources management (HR:412) (SP) Explain human resources management functions (SP)
Performance Element	Implement organizational skills to facilitate others' work efforts.
Performance Indicators	Assist employees with prioritizing work responsibilities (HR:385) (SU)
Performance Element	Manage staff growth and development to increase productivity and employee satisfaction.
Performance Indicators	Orient new employees (HR:360) (CS)
Instructional Area	Information Management
Performance Element	Explain the role of technology to process and track customer orders.
Performance Indicators	Describe the impact of technology on order processing (CS)
Instructional Area	Marketing
Performance Element	Understand marketing's role and function in business to facilitate economic exchanges with customers.
Performance Indicators	Describe marketing functions and related activities (MK:002, MK LAP 1) (CS)

Instructional Area	Marketing (cont'd)
Performance Element	Acquire foundational knowledge of customer/client/business behavior to understand what motivates decision-making.
Performance Indicators	Explain customer/client/business buying behavior (MK:014) (SP) Discuss actions employees can take to achieve the company's desired results (MK:015) (SP)
Instructional Area	Operations
Performance Element	Understand operation's role and function in business to value its contribution to a company.
Performance Indicators	Discuss the role of ethics in operations (OP:190) (SP) Describe the use of technology in operations (OP:191) (SP)
Performance Element	Understand inventory control and management methods to maintain appropriate levels of stock/supplies.
Performance Indicators	Discuss types of inventory (CS)
Performance Element	Implement quality-control processes to minimize errors and to expedite workflow.
Performance Indicators	Identify quality-control measures (OP:163) (SP) Utilize quality control methods at work (OP:164) (SP) Describe crucial elements of a quality culture (OP:019) (SP)
Performance Element	Manage innovation to gain competitive advantage in the marketplace.
Performance Indicators	Discuss the nature of product-development management (SP)
Instructional Area	Professional Development
Performance Element	Utilize critical-thinking skills to determine best options/outcomes.
Performance Indicators	Demonstrate appropriate creativity (PD:012, PD LAP 2) (SP) Use time-management skills (PD:019, OP LAP 1) (SP)
Performance Element	Understand careers in management to determine which role and responsibilities best match personal abilities and traits.
Performance Indicators	Describe the role and responsibilities of individuals in management (CS)

Instructional Area	Professional Development (cont'd)
Performance Element	Explore professional development opportunities to enhance management skills.
Performance Indicators	Describe certifications for management professionals (e.g., American Management Association [AMA], American National Standards Institute [ANSI]) (SP) Identify professional association opportunities for management professionals (e.g., educational opportunities, networking, conferences, newsletters, publications) (SP)
Performance Element	Understand and follow company rules and regulations to maintain employment.
Performance Indicators	Adhere to company protocols and policies (CS)
Performance Element	Achieve organizational goals to contribute to company growth.
Performance Indicators	Determine the nature of organizational goals (SP) Ascertain employee's role in meeting organizational goals (SP)
Instructional Area	Strategic Management
Performance Element	Recognize management's role to understand its contribution to business success.
Performance Indicators	Explain the nature of managerial ethics (SM:002) (MN) Describe factors that influence management (MN) Explain management theories and their applications (MN)
Performance Element	Utilize planning tools to guide organization's/department's activities.
Performance Indicators	Explain the nature of business plans (SM:007, SM LAP 1) (MN)
Performance Element	Control an organization's/department's activities to encourage growth and development.
Performance Indicators	Describe the nature of managerial control (control process, types of control, what is controlled) (SM:004) (SP)

Instructional Area	Financial-Information Management
Performance Element	Acquire foundational knowledge of financial-information management to understand its scope and nature.
Performance Indicators	Describe the need for financial information (CS)
Performance Element	Understand the importance of accurately reporting a business's financial position to provide information in a proper manner.
Performance Indicators	Describe the need to accurately report a business's financial position (CS)
Instructional Area	Knowledge Management
Performance Element	Acquire a foundational understanding of knowledge management to understand its nature and scope.
Performance Indicators	Explain the nature of knowledge management (SP) Discuss the role of ethics in knowledge management (SP) Explain the use of technology in knowledge management (SP) Explain legal considerations for knowledge management (SP)
Performance Element	Use knowledge management strategies to improve the performance and competitive advantage of an organization.
Performance Indicators	Identify techniques that can be used to capture and transfer knowledge in an organization (SP)
Instructional Area	Project Management
Performance Element	Utilize project management skills to start, run, and end projects.
Performance Indicators	Explain the nature of project management (OP:158) (SP) Explain the nature of a project life cycle (SP) Explain standard project-management processes (SP)
Instructional Area	Quality Management
Performance Element	Understand the role and function of quality management to obtain a foundational knowledge of its nature and scope.
Performance Indicators	Explain the nature of quality management (SP) Describe the nature of quality management frameworks (e.g., Six Sigma, ITIL, CMMI) (SP) Discuss the need for continuous improvement of the quality process (SP)

Course Title	Summer Internship (Between Grades 11 and 12)
Description	Students obtain 120 hours of planned, evaluated work experience with a local business. Internship enables students to utilize their studies, expand their perceptions of the work environment, and gain practical experience. Students are required to maintain a journal of their internship experience.
Performance Indicators	39
Recommended Sequence	Summer between grades 11 and 12
Instructional Area	Communication Skills
Performance Element	Read to acquire meaning from written material and to apply the information to a task.
Performance Indicators	Analyze company resources to ascertain policies and procedures (CO:057) (CS)
Performance Element	Apply active listening skills to demonstrate understanding of what is being said.
Performance Indicators	Follow directions (CO:119) (PQ) Demonstrate active listening skills (CO:017) (PQ)
Performance Element	Apply verbal skills to obtain and convey information.
Performance Indicators	Ask relevant questions (CO:058) (PQ) Provide legitimate responses to inquiries (CO:060) (PQ)
Instructional Area	Customer Relations
Performance Element	Foster positive relationships with customers to enhance company image.
Performance Indicators	Explain the nature of positive customer relations (CR:003) (CS) Demonstrate a customer-service mindset (CR:004, HR LAP 32) (CS)
Instructional Area	Emotional Intelligence
Performance Element	Foster self-understanding to recognize the impact of personal feelings on others.
Performance Indicators	Recognize personal biases and stereotypes (EI:017) (PQ)

Instructional Area	Emotional Intelligence (cont'd)
Performance Element	Develop personal traits to foster career advancement.
Performance Indicators	Exhibit self-confidence (EI:023) (PQ) Demonstrate interest and enthusiasm (EI:020, HR LAP 20) (PQ) Demonstrate initiative (EI:024, EI LAP 2) (PQ)
Performance Element	Apply ethics to demonstrate trustworthiness.
Performance Indicators	Demonstrate responsible behavior (EI:021, PD LAP 7) (PQ) Demonstrate honesty and integrity (EI:022, HR LAP 19) (PQ) Demonstrate ethical work habits (EI:004, EI LAP 4) (PQ)
Performance Element	Exhibit techniques to manage emotional reactions to people and situations.
Performance Indicators	Exhibit positive attitude (EI:019, EI LAP 3) (PQ) Demonstrate self control (EI:025, HR LAP 18) (PQ) Explain the use of feedback for personal growth (EI:003, HR LAP 3) (PQ)
Performance Element	Manage stressful situations to minimize negative workplace interactions.
Performance Indicators	Use appropriate assertiveness (EI:008, HR LAP 16) (PQ)
Performance Element	Employ leadership skills to achieve workplace objectives.
Performance Indicators	Demonstrate adaptability (EI:006) (CS) Develop an achievement orientation (EI:027, EI LAP 10) (CS)
Performance Element	Manage internal and external business relationships to foster positive interactions.
Performance Indicators	Treat others fairly at work (EI:036, HR LAP 24) (PQ) Foster positive working relationships (EI:037, EI LAP 5) (CS)
Instructional Area	Human Resources Management
Performance Element	Understand the role and function of human resources management to obtain a foundational knowledge of its nature and scope.
Performance Indicators	Explain human resources management functions (SP)

Instructional Area	Operations
Performance Element	Understand inventory control and management methods to maintain appropriate levels of stock/supplies.
Performance Indicators	Discuss types of inventory (CS)
Performance Element	Implement quality-control processes to minimize errors and to expedite workflow.
Performance Indicators	Identify quality-control measures (OP:163) (SP)
Instructional Area	Professional Development
Performance Element	Acquire self-development skills to enhance relationships and improve efficiency in the work environment.
Performance Indicators	Maintain appropriate personal appearance (PD:002, PD LAP 5) (PQ) Demonstrate systematic behavior (PD:009, HR LAP 4) (PQ) Set personal goals (PD:018, HR LAP 6) (CS)
Performance Element	Utilize critical-thinking skills to determine best options/outcomes.
Performance Indicators	Demonstrate problem-solving skills (PD:077, IS LAP 2) (CS)
Performance Element	Understand careers in management to determine which role and responsibilities best match personal abilities and traits.
Performance Indicators	Describe the role and responsibilities of individuals in management (CS)
Performance Element	Understand and follow company rules and regulations to maintain employment.
Performance Indicators	Adhere to company protocols and policies (CS)
Performance Element	Achieve organizational goals to contribute to company growth.
Performance Indicators	Determine the nature of organizational goals (SP) Ascertain employee's role in meeting organizational goals (SP)

Instructional Area	Strategic Management
Performance Element	Recognize management's role to understand its contribution to business success.
Performance Indicators	Explain the nature of managerial ethics (SM:002) (MN) Describe factors that influence management (MN)
Performance Element	Control an organization's/department's activities to encourage growth and development.
Performance Indicators	Describe the nature of managerial control (control process, types of control, what is controlled) (SM:004) (SP)
Instructional Area	Knowledge Management
Performance Element	Acquire a foundational understanding of knowledge management to understand its nature and scope.
Performance Indicators	Explain the nature of knowledge management (SP)
Instructional Area	Project Management
Performance Element	Utilize project management skills to start, run, and end projects.
Performance Indicators	Explain the nature of project management (OP:158) (SP)
Instructional Area	Quality Management
Performance Element	Understand the role and function of quality management to obtain a foundational knowledge of its nature and scope.
Performance Indicators	Explain the nature of quality management (SP)

**Career Courses:
Grade 12**

In the twelfth grade, there are two one-semester courses: *Marketing for Managers* and *Project Management*. When students complete all high school career courses, they should have mastered all Business Administration Core and Business Management and Administration Core performance indicators through the Career-Sustaining level. Many Specialist-level performance indicators should also be mastered in the high school courses.

**Alternative
Assessment**

Students complete their portfolios of work undertaken during high school. The complete portfolio should contain a list of skills and knowledge mastered, indicating grades earned; written samples of projects completed during high school; video recordings of student presentations; the student's career objectives and steps that the student has taken to position himself/herself for that career; the student's résumé; letters of recommendation from businesspeople with whom the student has worked; and a written report prepared by the student describing one major project.

The following rubrics could also be used to assess student mastery of *Project Management* course content:

Marketing Education Resource Center. (2006). *Performance assessment rubric: Developing a project plan*. Columbus, OH: Author.

**CTSO
Involvement**

Students are encouraged to continue membership in professional student organizations such as DECA, BPA, or FBLA and to assume leadership roles in the organization as officers or as chairpersons of long-term committees. Students should participate in competitive events.

**Experiential
Learning/
Business
Community
Involvement**

Students should continue their involvement in the business community through projects and guest speakers.

Upon completion of two summer internships with local businesses, students should have a broad understanding of the function(s) of these companies. If appropriate, students should pursue continuing employment with these businesses.

Course Title	Marketing for Managers
Description	<i>Marketing for Managers</i> develops student understanding and skills in the functional areas of marketing: channel management, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students acquire an appreciation of each of the functions and their ethical and legal issues.
Performance Indicators	48
Credit	.5 unit
Recommended Sequence	First semester of grade 12
Instructional Area	Communication Skills
Performance Element	Write internal and external business correspondence to convey and obtain information effectively.
Performance Indicators	Write persuasive messages (CO:031) (SP)
Instructional Area	Channel Management
Performance Element	Acquire foundational knowledge of channel management to understand its role in marketing.
Performance Indicators	<p>Explain the nature and scope of channel management (CM:001, DS LAP 1) (CS)</p> <p>Explain the relationship between customer service and channel management (CM:002) (CS)</p> <p>Explain the nature of channels of distribution (CM:003, MB LAP 3) (CS)</p> <p>Describe the use of technology in the channel management function (CM:004) (CS)</p> <p>Explain legal considerations in channel management (CM:005) (SP)</p> <p>Describe ethical considerations in channel management (CM:006) (SP)</p>
Instructional Area	Market Planning
Performance Element	Employ marketing-information to develop a marketing plan.
Performance Indicators	<p>Explain the concept of marketing strategies (MP:001, IM LAP 7) (CS)</p> <p>Explain the concept of market and market identification (MP:003, IM LAP 9) (CS)</p> <p>Explain the nature of marketing plans (MP:007) (SP)</p>

Instructional Area	Marketing-Information Management
Performance Element	Acquire foundational knowledge of marketing-information management to understand its nature and scope.
Performance Indicators	<p>Describe the need for marketing information (IM:012) (CS)</p> <p>Identify information monitored for marketing decision making (IM:184) (SP)</p> <p>Explain the nature and scope of the marketing information management function (IM:001, IM LAP 2) (SP)</p> <p>Explain the role of ethics in marketing-information management (IM:025) (SP)</p> <p>Describe the use of technology in the marketing-information management function (IM:183) (SP)</p> <p>Describe the regulation of marketing-information management (IM:419) (SP)</p>
Performance Element	Understand marketing-research activities to show command of their nature and scope.
Performance Indicators	<p>Explain the nature of marketing research (IM:010, IM LAP 5) (SP)</p> <p>Discuss the nature of marketing research problems/issues (IM:282) (SP)</p>
Performance Element	Understand marketing-research design considerations to evaluate their appropriateness for the research problem/issue.
Performance Indicators	<p>Describe methods used to design marketing-research studies (i.e., descriptive, exploratory, and causal) (IM:283) (SP)</p> <p>Describe options businesses use to obtain marketing-research data (i.e., primary and secondary research) (IM:281) (SP)</p>
Instructional Area	Pricing
Performance Element	Develop a foundational knowledge of pricing to understand its role in marketing.
Performance Indicators	<p>Explain the nature and scope of the pricing function (PI:001, PI LAP 2) (SP)</p> <p>Describe the role of business ethics in pricing (PI:015) (SP)</p> <p>Explain the use of technology in the pricing function (PI:016) (SP)</p> <p>Explain legal considerations for pricing (PI:017) (SP)</p> <p>Explain factors affecting pricing decisions (PI:002, PI LAP 3) (SP)</p>

Instructional Area	Product/Service Management
Performance Element	Acquire a foundational knowledge of product/service management to understand its nature and scope.
Performance Indicators	<p>Explain the nature and scope of the product/service management function (PM:001, PP LAP 5) (SP)</p> <p>Identify the impact of product life cycles on marketing decisions (PM:024) (SP)</p> <p>Describe the use of technology in the product/service management function (PM:039) (SP)</p> <p>Explain business ethics in product/service management (PM:040) (SP)</p>
Performance Element	Apply quality assurances to enhance product/service offerings.
Performance Indicators	<p>Describe the uses of grades and standards in marketing (PM:019, PM LAP 8) (CS)</p> <p>Explain warranties and guarantees (PM:020, PP LAP 4) (CS)</p> <p>Identify consumer protection provisions of appropriate agencies (PM:017, PP LAP 7) (SP)</p>
Instructional Area	Promotion
Performance Element	Acquire a foundational knowledge of promotion to understand its nature and scope.
Performance Indicators	<p>Explain the role of promotion as a marketing function (PR:001, PR LAP 2) (CS)</p> <p>Explain the types of promotion (PR:002, PR LAP 4) (CS)</p> <p>Identify the elements of the promotional mix (PR:003, PR LAP 1) (SP)</p> <p>Describe the use of business ethics in promotion (PR:099) (SP)</p> <p>Describe the use of technology in the promotion function (PR:100) (SP)</p> <p>Describe the regulation of promotion (PR:101) (SP)</p>
Instructional Area	Selling
Performance Element	Acquire a foundational knowledge of selling to understand its nature and scope.
Performance Indicators	<p>Explain the nature and scope of the selling function (SE:017, SE LAP 117) (CS)</p> <p>Explain the role of customer service as a component of selling relationships (SE:076, SE LAP 130) (CS)</p> <p>Explain key factors in building a clientele (SE:828, SE LAP 115) (SP)</p> <p>Explain company selling policies (SE:932, SE LAP 121) (CS)</p> <p>Explain business ethics in selling (SE:106, SE LAP 129) (SP)</p> <p>Describe the use of technology in the selling function (SE:107) (SP)</p> <p>Describe the nature of selling regulations (SE:108) (SP)</p>

Instructional Area	Selling (cont'd)
Performance Element	Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer.
Performance Indicators	Acquire product information for use in selling (SE:062) (CS) Analyze product information to identify product features and benefits (SE:109, SE LAP 113) (SP)
Performance Element	Understand sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales.
Performance Indicators	Explain the selling process (SE:048, SE LAP 126) (CS)

Course Title	Project Management
Description	Project management is a highly effective method for achieving specific business goals and objectives. In this course, students will learn the in's and out's of project management, including project initiation, planning, executing, monitoring, and closing. Project risk management and quality control are stressed, and students develop an understanding of career opportunities available in project management.
Performance Indicators	36
Credit	.5 unit
Recommended Sequence	Second semester of grade 12
Instructional Area	Communication Skills
Performance Element	Write internal and external business correspondence to convey and obtain information effectively.
Performance Indicators	Write executive summaries (CO:091) (SP)
Instructional Area	Emotional Intelligence
Performance Element	Use communication skills to foster open, honest communications.
Performance Indicators	Explain ethical considerations in providing information (EI:038) (SP)
Performance Element	Use communication skills to influence others.
Performance Indicators	Persuade others (EI:012) (SP)
Instructional Area	Financial Analysis
Performance Element	Manage risk to protect a business project's well-being.
Performance Indicators	Explain the impact of risk on business projects (SP) Develop a risk management plan for a project (MN)

Instructional Area	Information Management
Performance Element	Utilize information technology tools to manage and perform work responsibilities.
Performance Indicators	Utilize project-management software (SP)
Instructional Area	Operations
Performance Element	Utilize project management processes to plan a business project.
Performance Indicators	Discuss the benefits of project planning (SP) Prepare a project scope statement for a project (SP) Develop a project charter (SP) Develop a work breakdown structure (SP) Develop a project schedule (SP) Identify resources needed for a project (OP:003) (SP) Assign project roles and responsibilities (SP) Develop project plan (OP:001) (SP)
Performance Element	Develop requirements and solutions to improve business processes, performance, or people.
Performance Indicators	Plan the requirements development process (SP) Determine project stakeholders (SP) Elicit requirements from stakeholders (SP) Validate requirements (SP)
Performance Element	Utilize project management processes to control and carry out a business project.
Performance Indicators	Apply project-management tools to monitor project progress (OP:002) (SP) Coordinate schedules and activities (SP) Communicate project performance to stakeholders (SP) Track project progress and results (SP) Establish integrated change control measures (MN) Manage the project procurement process (MN) Manage project schedule (MN) Manage project costs (MN) Manage project team (MN)
Performance Element	Utilize project management processes to minimize business project errors and expedite workflow.
Performance Indicators	Determine the quality control standards relevant to the project (MN) Manage project quality (MN) Act on negative quality control results (MN)

Instructional Area	Operations (cont'd)
Performance Element	Utilize project management processes to conclude a business project.
Performance Indicators	Evaluate project results (OP:159) (SP) Document lessons learned from the project (SP) Preserve project records (SP)
Instructional Area	Professional Development
Performance Element	Acquire self-development skills to enhance relationships and improve efficiency in the work environment.
Performance Indicators	Discuss the role and responsibilities of project managers (SP)
Performance Element	Participate in career planning to enhance job success potential.
Performance Indicators	Explain career opportunities in project management (SP) Describe certifications in project management (SP)

**Career Courses:
Grade 13**

In each semester of grade 13, students should complete a minimum of 15 hours of courses. In the first semester, students should enroll in *Advanced Computer Applications for Business*, *Principles of Accounting I*, and a business management internship. The balance of the curriculum is composed of foundational courses. In the second semester, students should enroll in *Business Law and Ethics*, *Principles of Accounting II*, and a business management internship. Ideally, the internship should be the same throughout the student's postsecondary educational career.

**Alternative
Assessment**

Students should initiate the postsecondary portfolio which should include an updated listing of knowledge and skills acquired from course work, samples of technical writing, and video-recorded demonstrations.

The following rubrics could also be used to assess student mastery of *Advanced Computer Applications for Business* course content:

Marketing Education Resource Center. (2000). *Performance assessment rubric: Database development*. Columbus, OH: Author.

Marketing Education Resource Center. (2000). *Performance assessment rubric: Desktop publishing*. Columbus, OH: Author.

Marketing Education Resource Center. (2002). *Performance assessment rubric: Designing a web site*. Columbus, OH: Author.

**CTSO
Involvement**

Students should be encouraged to become involved in Delta Epsilon Chi, Phi Beta Lambda, or the postsecondary division of BPA. They should develop an understanding of the organization's program of work. If possible, students should participate in competitive events.

**Experiential
Learning/
Business
Community
Involvement**

Students should participate in an internship. Employment should be in a job primarily based on one or more of the business management and administration pathways. The job should require the student to demonstrate increased levels of responsibility in decision-making.

Course Title	Advanced Computer Applications for Business
Description	In <i>Advanced Computer Applications for Business</i> , students become increasingly familiar with computer hardware and computer software. Students demonstrate knowledge of advanced e-mail functions, word-processing applications, presentation applications, database applications, and spreadsheet applications as they are used in a business environment. Students create a web page for business use, abide by risk management procedures and policies for technology, and determine a venture's information technology needs.
Performance Indicators	32
Credit	3 credits
Recommended Sequence	First semester of grade 13
Instructional Area	Information Management
Performance Element	Acquire a foundational knowledge of information management to understand its nature and scope.
Performance Indicators	Explain the role of ethics in information management (NF:111) (SP) Explain legal issues associated with information management (NF:076) (SP)
Performance Element	Utilize computer's operating system to manage and perform work responsibilities.
Performance Indicators	Move files in the computer operating system (CS)

Instructional Area	Information Management (cont'd)
Performance Element	Utilize information-technology tools to manage and perform work responsibilities.
Performance Indicators	<p>Describe types of computer networks (CS)</p> <p>Discuss the impact of the Internet on business organizations (CS)</p> <p>Demonstrate the use of hardware components (CS)</p> <p>Use an integrated business software application package (NF:088) (CS)</p> <p>Demonstrate collaborative/groupware applications (NF:011) (CS)</p> <p>Demonstrate advanced e-mail functions (SP)</p> <p>Demonstrate advanced web-search skills (SP)</p> <p>Demonstrate advanced word processing skills (SP)</p> <p>Demonstrate advanced presentation applications (SP)</p> <p>Demonstrate advanced database applications (SP)</p> <p>Demonstrate advanced spreadsheet applications (SP)</p> <p>Demonstrate advanced graph and chart applications</p> <p>Create and post basic web page (NF:042) (SP)</p> <p>Create a web page for business applications (SP)</p> <p>Establish specifications for selecting hardware/software systems (NF:091) (MN)</p> <p>Determine venture's information technology needs (NF:012) (MN)</p>
Performance Element	Maintain business records to facilitate business operations.
Performance Indicators	<p>Describe the nature of business records (NF:001, NF LAP 1) (SP)</p> <p>Maintain customer records (NF:002) (SP)</p>
Instructional Area	Operations
Performance Element	Troubleshoot problems with office equipment to make repairs and/or to obtain technical support.
Performance Indicators	<p>Isolate and identify source of technical problem (CS)</p> <p>Follow manufacturer's written procedures to fix technical problem (CS)</p> <p>Obtain technical support services (CS)</p>
Performance Element	Abide by risk management policies and procedures for technology to minimize loss.
Performance Indicators	<p>Discuss ethical issues associated with business computer use (CS)</p> <p>Explain security issues associated with business computer use (CS)</p> <p>Adhere to technology safety and security policies (e.g., acceptable use policy, web page policies) (CS)</p> <p>Apply ergonomic techniques to technology tasks (CS)</p> <p>Adhere to laws pertaining to computer crime, fraud, and abuse (CS)</p> <p>Follow procedures used to restart and recover from computer situations (e.g., system failure, virus infection) (CS)</p> <p>Follow policies to prevent loss of data integrity (CS)</p> <p>Adhere to organization's policies for technology use (CS)</p>
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Course Title	Principles of Accounting I
Description	<i>Principles of Accounting I</i> introduces students to the world of accounting. Students analyze and record business transactions, maintain cash controls, prepare financial statements, calculate financial ratios, and interpret financial statements. In addition to developing these skills, students also acquire knowledge of accounting standards, accounting technology, and ethical and legal considerations for accounting.
Performance Indicators	40
Credit	3 credits
Recommended Sequence	First semester of grade 13
Instructional Area	Financial Analysis
Performance Element	Acquire a foundational knowledge of accounting to understand its nature and scope.
Performance Indicators	<p>Explain the need for accounting standards (GAAP) (FI:086) (CS)</p> <p>Discuss the role of ethics in accounting (FI:351) (SP)</p> <p>Explain the use of technology in accounting (FI:352) (SP)</p> <p>Explain legal considerations for accounting (FI:353) (SP)</p>
Performance Element	Classify, record, and summarize data to produce needed financial information.
Performance Indicators	<p>Discuss the nature of the accounting cycle (CS)</p> <p>Demonstrate the effects of transactions on the accounting equation (CS)</p> <p>Prepare a chart of accounts (CS)</p> <p>Record transactions in a general journal (CS)</p> <p>Post journal entries to general ledger accounts (CS)</p> <p>Prepare a trial balance (CS)</p> <p>Journalize and post adjusting entries (CS)</p> <p>Journalize and post closing entries (CS)</p> <p>Prepare a post-closing trial balance (CS)</p> <p>Prepare work sheets (SP)</p> <p>Discuss the nature of annual reports (SP)</p>
Performance Element	Implement accounting procedures to track money flow and to determine financial status.
Performance Indicators	<p>Prepare cash flow statements (FI:092) (MN)</p> <p>Prepare balance sheets (MN)</p> <p>Prepare income statements (MN)</p> <p>Prepare a statement of equity and retained earnings (MN)</p>

Instructional Area	Financial Analysis (cont'd)
Performance Element	Manage financial resources to ensure solvency.
Performance Indicators	<p>Discuss the use of financial ratios in accounting (SP)</p> <p>Calculate financial ratios (FI:097) (MN)</p> <p>Describe types of financial statement analysis (e.g., ratio analysis, trend analysis, etc.) (SP)</p> <p>Interpret financial statements (FI:102) (MN)</p>
Performance Element	Maintain cash controls to track cash flow.
Performance Indicators	<p>Explain cash control procedures (e.g., signature cards, deposit slips, internal/external controls, cash clearing, etc.) (CS)</p> <p>Prove cash (CS)</p> <p>Journalize/post entries to establish and replenish petty cash (CS)</p> <p>Journalize/post entries related to banking activities (CS)</p> <p>Explain the benefits of electronic funds transfer (EFT) (CS)</p> <p>Prepare bank deposits (CS)</p> <p>Prepare purchase requisitions (CS)</p> <p>Prepare purchase orders (CS)</p> <p>Prepare sales slips (CS)</p> <p>Prepare invoices (CS)</p> <p>Explain the nature of the voucher system (CS)</p> <p>Prepare vouchers (CS)</p> <p>Record transactions using a voucher system (CS)</p>
Performance Element	Perform accounts payable functions to record, control, and disburse payments to vendors.
Performance Indicators	Explain the nature of accounts payable (CS)
Performance Element	Perform accounts receivable functions to record, control, and collect payments due from the sale of goods and services.
Performance Indicators	Explain the nature of accounts receivable (CS)

Instructional Area	Financial-Information Management
Performance Element	Understand the importance of accurately reporting a business's financial position to provide information in a proper manner.
Performance Indicators	Describe the relationship between accounting (with an emphasis on cash flow) and finance (with an emphasis on decision making) (SP) Discuss types of accounting systems used to report a business's financial position (i.e., financial, tax, management, cost, accrual) (SP)

Course Title	Business Law and Ethics
Description	In this course, students develop an understanding of laws and regulations that impact business. Topics included are contract law, environmental law, administrative law, employment law, and commerce law. Students also acquire knowledge of business torts, ethical dilemmas encountered in the workplace, sources of law, and the United States' judicial system and legal procedure.
Performance Indicators	36
Credit	3 credits
Recommended Sequence	Second semester of grade 13
Instructional Area	Business Law
Performance Element	Acquire foundational knowledge of business laws and regulations to understand their nature and scope.
Performance Indicators	Discuss the nature of law and sources of law in the United States (BL:067) (SP) Describe the United States' judicial system (BL:068) (SP) Discuss the nature of the United States Constitution (SP) Describe legal issues affecting businesses (BL:001) (SP)
Performance Element	Understand the civil foundations of the legal environment of business to demonstrate knowledge of contracts.
Performance Indicators	Distinguish between torts and crimes (SP) Describe crimes affecting businesses (SP) Identify the basic torts relating to business enterprises (BL:069) (SP) Describe unfair business practices (SP) Describe the nature of legally binding contracts (BL:002) (SP) Explain the nature of contract exclusivity (BL:050) (SP) Discuss the nature of contract suspensions (SP) Explain the nature of contract terminations (SP)

Instructional Area	Business Law (cont'd)
Performance Element	Explore the regulatory environment of United States' businesses to understand the diversity of regulations.
Performance Indicators	<p>Describe the nature of legal procedure (BL:070) (SP)</p> <p>Discuss the nature of debtor-creditor relationships (BL:071) (SP)</p> <p>Discuss the nature of agency relationships (BL:072) (SP)</p> <p>Discuss the nature of bankruptcy law (SP)</p> <p>Discuss the nature of environmental law (BL:073) (SP)</p> <p>Discuss the role of administrative law (BL:074) (SP)</p> <p>Describe the nature of the Uniform Commercial Code (UCC) (SP)</p> <p>Describe methods used to protect intellectual property (BL:051) (SP)</p> <p>Discuss the impact of the Internet on business law (SP)</p> <p>Describe the nature of product liability law (SP)</p>
Performance Element	Understand human-resources laws and regulations to facilitate business operations
Performance Indicators	<p>Explain unfair labor practices (SP)</p> <p>Explain the nature of human resources regulations (BL:007) (SU)</p> <p>Explain the nature of workplace regulations (including OSHA, ADA) (BL:008) (SU)</p> <p>Discuss employment relationships (BL:075) (SU)</p>
Performance Element	Acquire knowledge of commerce laws and regulations to continue business operations.
Performance Indicators	<p>Explain the nature of trade regulations (BL:004) (MN)</p> <p>Describe the impact of anti-trust legislation (BL:076) (MN)</p>
Instructional Area	Emotional Intelligence
Performance Element	Acquire foundational knowledge of business ethics to demonstrate trustworthiness.
Performance Indicators	<p>Describe ethics theories (SP)</p> <p>Discuss the relationship of ethics and law (SP)</p> <p>Describe the nature and scope of corporate social responsibility (SP)</p> <p>Distinguish business ethics from social responsibility (SP)</p> <p>Explain environmental factors that shape ethical decision making (MN)</p> <p>Explain the nature of organizational culture (EI:064) (MN)</p> <p>Describe the impact of an organization's culture on ethical decision making (MN)</p> <p>Discuss the nature and scope of ethical conflict (MN)</p>

Course Title	Principles of Accounting II
Description	This course focuses on the fundamentals of managerial cost accounting. Students develop knowledge and skills in the areas of cost accounting, budgeting, and advanced accounting technology. Students also acquire a further understanding of the role of regulation and responsibility in accounting, and they develop the skills necessary to make business decisions based on accounting data.
Performance Indicators	45
Credit	3 credits
Recommended Sequence	Second semester of grade 13
Instructional Area	Business Law
Performance Element	Understand regulation of accounting to adhere to government requirements.
Performance Indicators	Discuss the impact of the Sarbanes-Oxley Act of 2002 on accounting (SP) Describe the role of the Securities and Exchange Commission (SEC) in regulating the accounting industry (SP) Discuss state regulation of the accounting industry (SP)
Instructional Area	Financial Analysis
Performance Element	Manage financial resources to ensure solvency.
Performance Indicators	Explain the nature of operating budgets (FI:098) (SU) Describe the nature of cost/benefit analysis (FI:357) (MN) Determine relationships among total revenue, marginal revenue, output, and profit (FI:358) (MN) Develop company's/department's budget (FI:099) (MN) Forecast sales (FI:096, IM LAP 4) (MN) Spot problems in/issues with financial statements (MN)
Performance Element	Classify, record, and summarize data to produce needed financial information.
Performance Indicators	Project future revenues and expenses (MN) Apply bankruptcy prediction models (MN)

Instructional Area	Financial Analysis (cont'd)
Performance Element	Perform specialized accounting procedures to track cash flow.
Performance Indicators	Analyze accounting records to make business decisions (MN)
Performance Element	Utilize cost accounting methods to track, record, and analyze business costs.
Performance Indicators	Maintain job order cost sheets (SP) Calculate the cost of goods sold (SP) Determine the cost of inventory (SP) Compute overhead rates (SP) Apply overhead to jobs (MN) Conduct cost-volume-profit analysis (MN) Develop standard variable costs for a product (MN) Calculate variances (MN) Conduct variance analysis (MN) Perform cost allocation functions (MN) Prepare cost of production reports (MN)
Performance Element	Prepare budget reports to make business decisions.
Performance Indicators	Demonstrate budgeting software applications (SP) Process preliminary budget detail (MN) Prepare budget reports (MN) Determine relevant cost and revenue data for decision-making purposes (MN)
Performance Element	Determine suitable internal accounting controls to ensure the proper recording of financial transactions.
Performance Indicators	Explain the purpose of internal accounting controls (SP)
Performance Element	Conduct an audit to verify the integrity of a business's financial reporting process, accounting functions, and internal controls.
Performance Indicators	Explain the nature of audits (SP)

Instructional Area	Professional Development
Performance Element	Understand the fundamentals of cost accounting to obtain a foundation for employment in the accounting industry.
Performance Indicators	<p>Explain the nature of managerial cost accounting (e.g., activities, costs, cost drivers, etc.) (SP)</p> <p>Discuss the use of cost-volume-profit analysis (SP)</p> <p>Discuss cost accounting systems (e.g., job order costing, process costing, activity-based costing [ABC], project costing, etc.) (SP)</p> <p>Explain the nature of cost accounting decision making (SP)</p> <p>Discuss the nature of cost accounting budgets (SP)</p> <p>Discuss the use of variance analysis for cost accounting (SP)</p> <p>Discuss the nature of cost allocation (SP)</p>
Performance Element	Understand the significance of responsibility in accounting to act appropriately in the workplace.
Performance Indicators	<p>Describe social responsibility in accounting (SP)</p> <p>Discuss responsibility accounting (SP)</p>
Performance Element	Acquire knowledge of Generally Accepted Accounting Principles to adhere to general accounting standards.
Performance Indicators	Discuss the use of Generally Accepted Accounting Principles (GAAP) (SP)
Instructional Area	Financial-Information Management
Performance Element	Utilize financial information technology tools to manage financial information and perform work responsibilities.
Performance Indicators	<p>Describe the use of technology in the financial-information management function (SP)</p> <p>Demonstrate financial analysis applications (SP)</p> <p>Demonstrate advanced database applications (SP)</p>
Performance Element	Utilize technology to record and analyze accounting transactions.
Performance Indicators	<p>Discuss the use of data mining in accounting (SP)</p> <p>Data mine accounting records for financial information (SP)</p> <p>Integrate technology into accounting (SP)</p>

Course Title	Grade 13 Business Management and Administration Internship
Description	Students obtain 15-20 hours of planned, evaluated work experience weekly in jobs that reflect one of the five business management and administration pathways. Course enables students to utilize their studies, expand their perceptions of the work environment, and gain practical experience. Students are encouraged to maintain the same work site throughout their postsecondary educational experience.
Performance Indicators	70
Credit	Three credits per semester
Recommended Sequence	Both semesters of grade 13
Instructional Area	Business Law
Performance Element	Acquire foundational knowledge of business laws and regulations to understand their nature and scope.
Performance Indicators	Describe legal issues affecting businesses (BL:001) (SP)
Instructional Area	Communication Skills
Performance Element	Read to acquire meaning from written material and to apply the information to a task.
Performance Indicators	Identify sources that provide relevant, valid written material (CO:054) (PQ) Extract relevant information from written materials (CO:055) (PQ)
Performance Element	Apply active listening skills to demonstrate understanding of what is being said.
Performance Indicators	Follow directions (CO:119) (PQ) Demonstrate active listening skills (CO:017) (PQ)
Performance Element	Apply verbal skills to obtain and convey information.
Performance Indicators	Ask relevant questions (CO:058) (PQ) Provide legitimate responses to inquiries (CO:060) (PQ) Employ communication styles appropriate to target audience (CO:084) (CS) Defend ideas objectively (CO:061) (CS) Participate in group discussions (CO:053) (CS)

Instructional Area	Communication Skills (cont'd)
Performance Element	Write internal and external business correspondence to convey and obtain information effectively.
Performance Indicators	Select and utilize appropriate formats for professional writing (CO:088) (CS) Edit and revise written work consistent with professional standards (CO:089) (CS)
Instructional Area	Customer Relations
Performance Element	Reinforce company's image to exhibit the company's brand promise.
Performance Indicators	Identify company's brand promise (CR:001) (CS) Determine ways of reinforcing the company's image through employee performance (CR:002) (CS)
Instructional Area	Emotional Intelligence
Performance Element	Develop personal traits to foster career advancement.
Performance Indicators	Exhibit self-confidence (EI:023) (PQ) Demonstrate interest and enthusiasm (EI:020, HR LAP 20) (PQ) Demonstrate initiative (EI:024, EI LAP 2) (PQ)
Performance Element	Apply ethics to demonstrate trustworthiness.
Performance Indicators	Demonstrate responsible behavior (EI:021, PD LAP 7) (PQ) Demonstrate honesty and integrity (EI:022, HR LAP 19) (PQ) Demonstrate ethical work habits (EI:004, EI LAP 4) (PQ)
Performance Element	Exhibit techniques to manage emotional reactions to people and situations.
Performance Indicators	Exhibit positive attitude (EI:019, EI LAP 3) (PQ) Demonstrate self control (EI:025, HR LAP 18) (PQ) Explain the use of feedback for personal growth (EI:003, HR LAP 3) (PQ) Adjust to change (EI:026, HR LAP 8) (PQ)
Performance Element	Identify with others' feelings, needs, and concerns to enhance interpersonal relations.
Performance Indicators	Respect the privacy of others (EI:029) (PQ) Show empathy for others (EI:030, EI LAP 12) (PQ) Exhibit cultural sensitivity (EI:033, EI LAP 11) (CS)

Instructional Area	Emotional Intelligence (cont'd)
Performance Element	Manage stressful situations to minimize negative workplace interactions.
Performance Indicators	Use appropriate assertiveness (EI:008, HR LAP 16) (PQ) Use conflict-resolution skills (EI:015, EI LAP 7) (CS) Explain the nature of stress management (EI:028) (SP)
Performance Element	Implement teamwork techniques to accomplish goals.
Performance Indicators	Participate as a team member (EI:045) (CS) Demonstrate teamwork skills (EI:010) (CS)
Performance Element	Employ leadership skills to achieve workplace objectives.
Performance Indicators	Demonstrate adaptability (EI:006) (CS) Develop an achievement orientation (EI:027, EI LAP 10) (CS) Lead change (EI:005) (CS)
Performance Element	Manage internal and external business relationships to foster positive interactions.
Performance Indicators	Treat others fairly at work (EI:036, HR LAP 24) (PQ) Foster positive working relationships (EI:037, EI LAP 5) (CS)
Performance Element	Acquire foundational knowledge of business ethics to demonstrate trustworthiness.
Performance Indicators	Describe the nature and scope of corporate social responsibility (SP) Distinguish business ethics from social responsibility (SP) Explain environmental factors that shape ethical decision making (MN) Explain the nature of organizational culture (EI:064) (MN) Describe the impact of an organization's culture on ethical decision making (MN) Discuss the nature and scope of ethical conflict (MN)
Instructional Area	Information Management
Performance Element	Use information literacy skills to increase workplace efficiency and effectiveness.
Performance Indicators	Assess information needs (NF:077) (CS) Obtain needed information efficiently (NF:078) (CS) Evaluate quality and source of information (NF:079) (CS) Apply information to accomplish a task (NF:080) (CS)

Instructional Area	Information Management (cont'd)
Performance Element	Maintain business records to facilitate business operations.
Performance Indicators	Describe the nature of business records (NF:001, NF LAP 1) (SP)
Instructional Area	Operations
Performance Element	Abide by risk management policies and procedures for technology to minimize loss.
Performance Indicators	<p>Discuss ethical issues associated with business computer use (CS)</p> <p>Explain security issues associated with business computer use (CS)</p> <p>Adhere to technology safety and security policies (e.g., acceptable use policy, web page policies) (CS)</p> <p>Apply ergonomic techniques to technology tasks (CS)</p> <p>Adhere to laws pertaining to computer crime, fraud, and abuse (CS)</p> <p>Follow procedures used to restart and recover from computer situations (e.g., system failure, virus infection) (CS)</p> <p>Follow policies to prevent loss of data integrity (CS)</p> <p>Adhere to organization's policies for technology use (CS)</p>
Performance Element	Implement quality-control processes to minimize errors and to expedite workflow.
Performance Indicators	<p>Utilize quality control methods at work (OP:164) (SP)</p> <p>Describe crucial elements of a quality culture (OP:019) (SP)</p>
Instructional Area	Professional Development
Performance Element	Acquire self-development skills to enhance relationships and improve efficiency in the work environment.
Performance Indicators	<p>Maintain appropriate personal appearance (PD:002, PD LAP 5) (PQ)</p> <p>Demonstrate systematic behavior (PD:009, HR LAP 4) (PQ)</p>
Performance Element	Utilize critical-thinking skills to determine best options/outcomes.
Performance Indicators	<p>Explain the need for innovation skills (PD:126) (CS)</p> <p>Make decisions (PD:017, PD LAP 10) (CS)</p> <p>Demonstrate problem-solving skills (PD:077, IS LAP 2) (CS)</p> <p>Demonstrate appropriate creativity (PD:012, PD LAP 2) (SP)</p> <p>Use time-management skills (PD:019, OP LAP 1) (SP)</p>

Instructional Area	Strategic Management
Performance Element	Recognize management's role to understand its contribution to business success.
Performance Indicators	Describe factors that influence management (MN) Explain management theories and their applications (MN)
Instructional Area	Project Management
Performance Element	Utilize project management skills to start, run, and end projects.
Performance Indicators	Explain the nature of a project life cycle (SP) Explain standard project-management processes (SP)
Instructional Area	Quality Management
Performance Element	Understand the role and function of quality management to obtain a foundational knowledge of its nature and scope.
Performance Indicators	Discuss the need for continuous improvement of the quality process (SP)

**Career Courses:
Grade 14**

During grade 14, students should enroll in 15 hours each semester. The curriculum will be composed solely of career courses. *Human Resources Management*, *Operations Management*, *Business Risk Management*, and *Management Information Systems* are all to be taken during the first semester of grade 14. During the second semester, students should take *International Business Management*, *Organizational Behavior*, *Small Business Management*, and *Strategic Management*. Students should also continue their internship during both semesters.

Upon coursework completion, students will have a broad foundation in business administration as well as a concentration in business management and administration. More advanced study in business administration/business management and administration can be pursued at four-year institutions where students can specialize in a business management and administration pathway.

**Alternative
Assessment**

At the end of the 14th year, students should have completed their portfolios. The completed portfolios should contain a final listing of knowledge and skills acquired by the students and letters of recommendation from employer(s).

The following rubric could also be used to assess student mastery of *Operations Management* course content:

Marketing Education Resource Center. (2006). *Performance assessment rubric: Using negotiation skills*. Columbus, OH: Author.

The following rubric could also be used to assess student mastery of *Management Information Systems* course content:

Marketing Education Resource Center. (2006). *Performance assessment rubric: Conducting an environmental scan*. Columbus, OH: Author.

The following rubric could also be used to assess student mastery of *Organizational Behavior* course content:

Marketing Education Resource Center. (2002). *Performance assessment rubric: Using time-management principles*. Columbus, OH: Author.

**CTSO
Involvement**

Students should be encouraged to continue their membership in Delta Epsilon Chi, Phi Beta Lambda, or BPA. They should participate in competitive events, if possible. Students should demonstrate leadership in the organization by serving as officers and/or committee chairpersons.

**Experiential
Learning/
Business
Community
Involvement**

Students should continue participation in an internship in a job that requires the student to demonstrate advanced business management knowledge and skills.

Course Title	Human Resources Management
Description	This course furthers student understanding of human resources management in business. Students acquire knowledge and skills in such areas as employee hiring, compensation, and dismissal, and they develop expertise in using human resources information systems. Factors affecting human resources management are stressed, and issues affecting labor relations and compensation are introduced.
Performance Indicators	47
Credit	3 credits
Recommended Sequence	First semester of grade 14
Instructional Area	Business Law
Performance Element	Implement human-resources laws and regulations to ensure equitable treatment of employees and to meet government requirements.
Performance Indicators	Comply with compensation and benefits laws (SP)
Instructional Area	Human Resources Management
Performance Element	Staff a business unit to satisfy work demands while adhering to budget constraints.
Performance Indicators	Determine hiring needs (HR:353) (SU) Screen job applications/résumés (HR:354) (SU) Interview job applicants (HR:355) (SU) Discuss employee compensation (HR:390) (SU) Select and hire new employees (HR:356) (SU) Conduct exit interviews (HR:357) (SU) Dismiss/Fire employees (HR:358) (SU) Maintain human resources records (HR:359) (SU)
Performance Element	Manage staff growth and development to increase productivity and employee satisfaction.
Performance Indicators	Orient new employees (management's role) (HR:361, MN LAP 44) (SU) Explain the role of training and human resources development (HR:362, MN LAP 42) (SU) Explain the nature of management/supervisory training (HR:363, MN LAP 50) (SU)

Instructional Area	Human Resources Management (cont'd)
Performance Element	Understand human resources management models to demonstrate knowledge of their nature and scope.
Performance Indicators	Describe phases of human resources management (SP) Discuss factors that impact human resources management (e.g., availability of qualified employees, alternative staffing methods, employment laws/regulations, company policies/procedures, compensation and benefit programs, staff diversity, etc.) (SP)
Performance Element	Plan talent-acquisition activities to guide human resources management decision-making.
Performance Indicators	Describe planning techniques used in the hiring process (e.g., succession planning, forecasting, etc.) (SP)
Performance Element	Implement talent-acquisition activities to obtain qualified staff.
Performance Indicators	Administer and interpret employee selection tests (SP)
Performance Element	Conduct on-boarding activities to facilitate employee start-up.
Performance Indicators	Perform post-employment offer activities (SP) Explain the use of employment contracts (SP) Explain standard relocation practices (SP) Assist with employee relocation (SP) Describe expatriation and repatriation issues and practices (SP)
Performance Element	Determine employee-development needs to foster staff's growth and professional development.
Performance Indicators	Assess employee skills (SP) Conduct task/process analysis (SP) Assess company's learning needs (SP)
Performance Element	Administer human-resources development activities.
Performance Indicators	Write training activities (SP) Select subject-matter experts for employee-development activities (SP) Conduct gap and/or needs analysis to identify human-resources development needs (SP) Determine issues impacting human-resources development (e.g., organizational culture and policies, societal norms, etc.) (SP) Apply human-resources development theories (SP) Implement employee-development program (SP)

Instructional Area	Human Resources Management (cont'd)
Performance Element	Control human resources management activities to maintain workforce standards.
Performance Indicators	Assist with establishment of work rules (SP)
Performance Element	Build employer-employee relationships to foster productivity.
Performance Indicators	Describe ways that businesses build positive employer-employee relationships (SP) Assess effectiveness of employee-relations activities (SP)
Performance Element	Resolve staff issues/problems to enhance productivity and improve employee relationships.
Performance Indicators	Explain labor-relations issues (SP) Describe out-placement procedures and activities used in layoffs (SP)
Performance Element	Select compensation system to match management's goals and attract employees.
Performance Indicators	Explain payroll functions (SP) Explain the components of a compensation system (SP)
Performance Element	Analyze compensation functions to meet employee expectations and to remain competitive with other employers.
Performance Indicators	Identify emerging compensation issues (SP)
Performance Element	Identify employee benefit options to attract and keep qualified employees.
Performance Indicators	Explain the nature of benefit plans (e.g., health insurance, life insurance, retirement plans, educational assistance, health club, etc.) (SP) Explain the nature of retirement plans (SP)
Instructional Area	Information Management
Performance Element	Utilize a human resources information system to increase organizational efficiency.
Performance Indicators	Explain the nature of a human resources information system (HRIS) (SP) Capture and store data in a human resources information system (HRIS) (SP)

Instructional Area	Professional Development
Performance Element	Participate in career planning to enhance job success potential.
Performance Indicators	Explain career opportunities in human resources management (SP) Describe certifications for human resources-management professionals (e.g., Professional in Human Resources [PHR], Senior Professional in Human Resources [SPHR], Global Professional in Human Resources [GPHR], etc.) (SP)
Performance Element	Explore professional development opportunities to enhance skills needed in human resources management.
Performance Indicators	Identify continuing education courses or programs available to enhance human resources management skills (SP) Identify professional association opportunities for human resources management professionals (e.g., educational opportunities, networking, conferences, newsletters, publications) (SP) Utilize human resources publications (e.g., books, periodicals, newsletters) to update human-resources skills (SP)

Course Title	Operations Management
Description	<i>Operations Management</i> focuses on the skills and knowledge necessary to successfully manage business production and to ensure that business operations are running smoothly. Students develop understanding in such areas as purchasing, inventory control and management, quality control, supply chain management, production planning, and capacity planning. In addition, students become aware of career opportunities in the field of operations management.
Performance Indicators	44
Credit	3 credits
Recommended Sequence	First semester of grade 14
Instructional Area	Business Law
Performance Element	Understand laws regulating the vendor/supplier bidding process to facilitate business operations.
Performance Indicators	Discuss regulations that affect the vendor/supplier bidding process (SP)
Instructional Area	Emotional Intelligence
Performance Element	Use communication skills to influence others.
Performance Indicators	Demonstrate negotiation skills (EI:062, EI LAP 8) (SP)
Instructional Area	Financial Analysis
Performance Element	Utilize cost accounting methods to guide business decision-making.
Performance Indicators	Discuss the relationship between operations management and accounting (SP)

Instructional Area	Operations
Performance Element	Understand purchasing activities to obtain business materials and services.
Performance Indicators	Describe the role of solicitations used in the purchasing process (SP) Discuss the impact of vendor competition on purchasing (SP) Discuss the importance of utilizing ethical purchasing methods (SP) Explain the impact of the purchasing process on productivity (SP) Discuss the nature of purchasing methods (SP) Describe business objectives/strategies that influence purchasing (SP)
Performance Element	Acquire knowledge of organizational requirements to properly handle purchase requisitions.
Performance Indicators	Describe types of purchase orders (CS) Discuss organizational requirements for purchase requisitions (SP) Discuss priority procedures used by businesses for purchases (SP) Explain budgetary procedures for purchase requisitions (MN)
Performance Element	Implement purchasing activities to obtain business supplies, equipment, and services.
Performance Indicators	Manage the bid process in purchasing (OP:160) (SP) Select vendors (OP:161) (SP) Evaluate vendor performance (OP:162) (SP)
Performance Element	Manage purchasing activities to obtain the best service/product at the least cost.
Performance Indicators	Maintain vendor/supplier relationships (SP) Develop lists of sources (e.g., approved, preferred, partnered, certified, disqualified) (SP) Conduct vendor/supplier search (SP) Negotiate terms with vendors (SP) Establish bid specifications (MN)
Performance Element	Understand inventory control and management methods to maintain appropriate levels of stock/supplies.
Performance Indicators	Explain methods of inventory control (SP) Discuss stockless purchasing and inventory systems (SP) Describe the process of supplier-managed inventory (SP)
Performance Element	Plan the production of a product/service to facilitate business operations.
Performance Indicators	Explain the factors impacting a master production schedule (MN) Create a master production schedule (MN) Evaluate the effectiveness and efficiency of a production schedule (MN)

Instructional Area	Operations (cont'd)
Performance Element	Manage quality-control processes to minimize errors and to expedite workflow.
Performance Indicators	Determine reliability factors impacting the quality of a product/service (SP) Test product/services for quality (SP) Describe the role of management in the achievement of quality (OP:020) (MN) Establish efficient operating systems (OP:022) (MN)
Performance Element	Conduct supply chain management activities to coordinate the movement of materials, information, and funds into an organization and the movement of finished products/services out of an organization.
Performance Indicators	Explain the nature of order cycle time (SP) Explain types of supply chain activities (SP) Describe the nature of inter-organizational supply chains (SP) Discuss organizational dependence of effective supply chains (SP) Discuss the nature of supply chain management (SP) Describe the relationship between supply chain management and logistics (SP)
Performance Element	Adjust the work capacity of an organization to meet predicted demands.
Performance Indicators	Discuss the nature of capacity planning (SP) Describe factors impacting demand (SP)
Instructional Area	Professional Development
Performance Element	Participate in career planning to enhance job success potential.
Performance Indicators	Explain career opportunities in operations management (SP) Describe certifications for operations-management professionals (SP)
Performance Element	Explore professional development opportunities to enhance operations-management skills.
Performance Indicators	Identify continuing education courses or programs available to enhance operations-management skills (SP) Identify professional association opportunities for operations-management professionals (e.g., educational opportunities, networking, conferences, newsletters, publications) (SP) Utilize operations-management publications (e.g., books, periodicals, newsletters) to update skills (SP)

Course Title	Business Risk Management
Description	Businesses face numerous risks. This course focuses on how to manage those risks. Students acquire knowledge of types of business risks, risk control, risk measurement, and risk management. The use of derivatives in financial risk management is introduced, as well as technology, ethics and legal considerations pertaining to risk management. To demonstrate understanding of business risk management, students are expected to develop a risk management program and integrate risk management into business operations.
Performance Indicators	39
Credit	3 credits
Recommended Sequence	First semester of grade 14
Instructional Area	Communication Skills
Performance Element	Write internal and external business correspondence to convey and obtain information effectively.
Performance Indicators	Prepare simple written reports (CO:094) (SP)
Instructional Area	Financial Analysis
Performance Element	Identify potential business threats and opportunities to protect a business's financial wellbeing.
Performance Indicators	Obtain insurance coverage (FI:082) (ON)
Instructional Area	Information Management
Performance Element	Acquire foundational knowledge of risk management information systems to understand their nature and scope.
Performance Indicators	Describe the need for risk management information (MN) Explain the nature and scope of risk management information systems (RMIS) (MN)

Instructional Area	Professional Development
Performance Element	Understand careers in risk management to determine which role and responsibilities best match personal abilities and traits.
Performance Indicators	Describe the role and responsibilities of a risk manager (SP)
Instructional Area	Risk Management
Performance Element	Acquire a foundational understanding of risk management to demonstrate knowledge of its nature and scope.
Performance Indicators	Explain the role of ethics in risk management (SP) Describe the use of technology in risk management (SP) Discuss legal considerations affecting risk management (MN)
Performance Element	Use risk management techniques to plan for potentially damaging events.
Performance Indicators	Discuss economic causes of business risks (e.g., inflation, interest rates, economic growth rates, etc.) (MN) Discuss the relationship between risk and business objectives (MN) Explain the nature and scope of a company's risk management manual (MN) Discuss features of contingency plans (e.g., disaster recovery, crisis management, business continuity, etc.) (MN) Select risk management strategies (MN) Develop a risk management program (MN) Evaluate a risk management program (MN)
Performance Element	Explore risk control to understand its relationship to risk management.
Performance Indicators	Discuss the nature of risk control (i.e., internal and external) (SP) Describe the importance of auditing risk control (MN) Discuss risk control systems (MN)

Instructional Area	Risk Management (cont'd)
Performance Element	Manage risk to protect a business's well-being.
Performance Indicators	<p>Explain the impact of risk on business (SP) Discuss the relationship between risk management and business finance (SP) Discuss the nature of risk measurement (SP) Measure risk (MN) Describe risk management for human capital (SP) Explain the nature of interest rate risk (SP) Manage interest rate risk (MN) Explain approaches to financial risk management (MN) Discuss the use of derivatives in financial risk management (MN) Evaluate the risks of derivatives (MN) Discuss the nature of credit risk management (MN) Discuss reasons to integrate risk management into business operations (MN) Explain the management of international risk (MN) Assess business's potential to expand into new markets (MN) Identify business risks (MN) Assess task risks (MN) Assess accounting risks (MN) Assess legal risks (MN) Evaluate speculative business risks (MN) Integrate risk management into business operations (MN)</p>
Performance Element	Understand enterprise risk management to participate in a company-wide risk management program.
Performance Indicators	<p>Discuss the nature of enterprise risk management (ERM) (MN)</p>

Course Title	Management Information Systems
Description	<i>Management Information Systems</i> focuses on the use of technology for business decision-making. In this course, students create and access databases, demonstrate data mining techniques, and develop a business website. The concept of enterprise architecture is introduced, and students become skilled at conducting environmental scans and aligning technology with business needs.
Performance Indicators	34
Credit	3 credits
Recommended Sequence	First semester of grade 14
Instructional Area	Information Management
Performance Element	Utilize information-technology tools to manage and perform work responsibilities.
Performance Indicators	Maintain data security (OP:064) (CS) Identify strategies for protecting business's website (OP:123) (MN) Explain website development processes (PR:328) (SP) Explain the capabilities of tools used in website creation (NF:053) (SP) Identify website design/components (PR:336) (MN) Create a website for business applications (MN)
Performance Element	Acquire information to guide business decision-making.
Performance Indicators	Describe current business trends (NF:013) (SP) Monitor internal records for business information (NF:014) (SP) Conduct an environmental scan to obtain business information (NF:015) (SP) Interpret statistical findings (NF:093) (SP)
Performance Element	Facilitate computer system operations to enhance usability.
Performance Indicators	Explain issues involved in designing computer systems for different environments (SP) Support and maintain a multimedia website (SP)

Instructional Area	Information Management (cont'd)
Performance Element	Create and access databases to acquire information for business decision-making.
Performance Indicators	<p>Explain the principles of data analysis (SP)</p> <p>Explain the nature of tools that can be used to access information in the database system (SP)</p> <p>Access information in the database system (SP)</p> <p>Build data in a data warehouse (SP)</p> <p>Create a meaningful data set (SP)</p> <p>Manipulate data in the database management system (SP)</p> <p>Analyze company's data requirements (SP)</p> <p>Design a database to meet business requirements (SP)</p> <p>Identify database trends (SP)</p>
Performance Element	Apply data mining methods to acquire pertinent information for business decision-making.
Performance Indicators	<p>Discuss the nature of data mining (CS)</p> <p>Describe data mining tools and techniques (SP)</p> <p>Discuss the importance of ethics in data mining (SP)</p> <p>Data mine business records for management information (SP)</p> <p>Interpret data mining findings (SP)</p>
Performance Element	Understand the role and function of management information systems to obtain a foundational knowledge of their nature and scope.
Performance Indicators	<p>Discuss the nature and scope of management information systems (SP)</p> <p>Explain the role of ethics in management information systems (SP)</p> <p>Describe factors that impact the usability of management information systems (e.g., timeliness, accuracy, relevancy, etc.) (SP)</p>
Performance Element	Utilize technology to support business strategies and operations.
Performance Indicators	<p>Explain methods used to develop the technological infrastructure (SP)</p> <p>Identify the management information requirements of an organization (MN)</p> <p>Discuss the nature of enterprise architecture (MN)</p> <p>Align technology with business needs (MN)</p>
Instructional Area	Risk Management
Performance Element	Acquire a foundational understanding of risk management to demonstrate knowledge of its nature and scope.
Performance Indicators	<p>Discuss the relationship of risk and management information systems (MN)</p>

Course Title	International Business Management
Description	Today's businesses exist in a global environment. In this course, students develop an understanding of international business expansion, factors impacting world trade, and business customs and practices around the world. In addition, they acquire management skills and knowledge in such areas as customs regulations, exporting, organizational strategies for global businesses, labor issues associated with global trade, and ethics in a global setting.
Performance Indicators	31
Credit	3 credits
Recommended Sequence	Second semester of grade 14
Instructional Area	Business Law
Performance Element	Adhere to regulations for business expansion to meet government requirements and industry standards.
Performance Indicators	Follow domestic laws governing business expansion (MN) Follow laws governing global expansion (MN)
Performance Element	Understand government/legal activities that affect global trade to make business decisions.
Performance Indicators	Describe customs regulations (SP) Describe the nature and scope of international taxation regulations (SP) Comply with export licensing regulations (MN) Obtain releases and clearances to export products (MN) Explain the nature of legal recourse in resolving global business disputes (MN)

Instructional Area	Economics
Performance Element	Recognize global trade's impact on business activities to guide business decision-making.
Performance Indicators	<p>Discuss the impact of globalization on business (EC:109) (SP)</p> <p>Describe the impact of international business on a country's economy (SP)</p> <p>Explain cultural considerations that impact global business relations (EC:110) (SP)</p> <p>Describe the impact of electronic communication tools (e.g., Internet, video- and computer-conferencing, webcasts, email) on global business activities (EC:111) (SP)</p> <p>Explain the impact of major trade alliances on business activities (EC:112) (SP)</p> <p>Describe the impact of the political environment on world trade (EC:113) (SP)</p> <p>Explain the impact of geography on world trade (EC:114) (SP)</p> <p>Describe the impact of a country's history on world trade (EC:115) (SP)</p> <p>Explain the impact of a country's economic development on world trade (EC:116) (SP)</p> <p>Explain labor issues associated with global trade (EC:101) (SU)</p> <p>Discuss the potential impact of emerging economies on business activities (EC:117) (MN)</p>
Instructional Area	Emotional Intelligence
Performance Element	Manage stressful situations to minimize negative workplace interactions.
Performance Indicators	Explain the nature of stress management (EI:028) (SP)
Performance Element	Manage internal and external business relationships to foster positive interactions.
Performance Indicators	<p>Explain the impact of business customs and practices on global trade (SP)</p> <p>Describe the nature of business customs and practices in the North American market (SP)</p> <p>Explain the nature of business customs and practices in Europe (SP)</p> <p>Explain the nature of business customs and practices in Latin America (SP)</p> <p>Describe the nature of business customs and practices in the Pacific Rim (SP)</p> <p>Discuss the nature of business customs and practices in the Middle East (SP)</p> <p>Describe the nature of business customs and practices in South Asia (SP)</p>

Instructional Area	Strategic Management
Performance Element	Recognize international business management's role to understand its contribution to business success.
Performance Indicators	Discuss the nature of global management (MN) Describe trends in international business management (MN) Explain the role of ethics in international business situations (MN) Discuss factors that impact the application of management styles in foreign countries (MN)
Performance Element	Design organizational structure to facilitate business activities.
Performance Indicators	Describe organizational structures for managing foreign business activities (MN) Develop an organizational strategy for foreign businesses (MN)
Performance Element	Determine staffing needs to minimize costs while maximizing business contribution.
Performance Indicators	Explain approaches to the identification of human resources in foreign markets (SU) Describe the nature and scope of human resource management within international businesses (SU)

Course Title	Organizational Behavior
Description	<i>Organizational Behavior</i> focuses on the behavior of individuals, small groups, and entire business organizations. Students acquire knowledge and skills in such areas as business communications, motivation, teamwork, and leadership. In addition, organizational culture and conflict are emphasized, and students develop managerial and supervisory skills throughout the course.
Performance Indicators	34
Credit	3 credits
Recommended Sequence	Second semester of grade 14
Instructional Area	Communication Skills
Performance Element	Communicate with staff to clarify workplace objectives.
Performance Indicators	<p>Explain the nature of staff communication (CO:014) (CS)</p> <p>Choose appropriate channel for workplace communication (CO:092) (CS)</p> <p>Participate in a staff meeting (CO:063) (CS)</p> <p>Maintain confidentiality in dealing with personnel (SP)</p> <p>Provide directions for completing job tasks (CO:139) (SU)</p> <p>Update employees on business and economic trends (CO:172) (SU)</p> <p>Conduct a staff meeting (CO:140) (SU)</p>
Instructional Area	Emotional Intelligence
Performance Element	Manage stressful situations to minimize negative workplace interactions.
Performance Indicators	Discuss organizational approaches to stress management and prevention (SP)
Performance Element	Implement teamwork techniques to accomplish goals.
Performance Indicators	<p>Discuss the nature of motivation theories (SP)</p> <p>Use consensus-building skills (EI:011) (SP)</p> <p>Motivate team members (EI:059) (SP)</p> <p>Encourage team building (EI:044) (SU)</p>

Instructional Area	Emotional Intelligence (cont'd)
Performance Element	Employ leadership skills to achieve workplace objectives.
Performance Indicators	Discuss the nature of leadership theories (SP) Distinguish between leadership and management (SP) Lead change in an organization (SP) Recognize/Reward others for their efforts and contributions (EI:014) (SU)
Performance Element	Manage internal and external business relationships to foster positive interactions.
Performance Indicators	Maintain collaborative partnerships with colleagues (EI:061) (SP) Explain the impact of political relationships within an organization (EI:034) (SP) Discuss the nature of organizational behavior (SP) Discuss the impact of organizational culture on organizational behavior (SP) Describe the impact of organizational conflict (SP)
Performance Element	Apply ethics to demonstrate trustworthiness to staff.
Performance Indicators	Use ethics in staff supervision (SU)
Instructional Area	Human Resources Management
Performance Element	Manage staff growth and development to increase productivity and employee satisfaction.
Performance Indicators	Coach employees (HR:364) (SU) Discuss organizational reward systems (SU) Recognize/Reward employees (HR:365) (SU) Maintain ongoing discussion of issues related to compensation (HR:391) (SU) Train staff (HR:392) (SU) Supervise staff (HR:393) (SU) Assess employee performance (HR:368) (SU) Ensure equitable opportunities for employees (HR:367, MN LAP 55) (MN)
Performance Element	Resolve staff issues/problems to enhance productivity and improve employee relationships.
Performance Indicators	Handle employee complaints and grievances (HR:366, MN LAP 45) (SU) Explain issues associated with the payroll process (HR:394) (SU) Explain the nature of remedial action (HR:369) (SU)

Instructional Area	Professional Development
Performance Element	Utilize critical-thinking skills to determine best options/outcomes.
Performance Indicators	Discuss the impact of organizational culture on creativity and innovation (SP)

Course Title	Small Business Management
Description	In this course, students develop skills and knowledge needed to be successful in small business management. They acquire understanding in such areas as business law, financial analysis, human resources management, knowledge management, marketing, operations, and strategic management. This course covers a broad array of topics due to the nature of responsibilities and challenges that small business managers face.
Performance Indicators	34
Credit	3 credits
Recommended Sequence	Second semester of grade 14
Instructional Area	Business Law
Performance Element	Acquire knowledge of government regulations to facilitate business operations.
Performance Indicators	Adhere to personnel regulations (SU) Implement workplace regulations (including OSHA, ADA, etc.) (BA:268) (MN)
Performance Element	Apply knowledge of business contracts to establish business relationships.
Performance Indicators	Issue a business contract (MN)
Instructional Area	Financial Analysis
Performance Element	Manage financial resources to ensure solvency.
Performance Indicators	Maintain record of daily financial transactions (BA:235) (SP) Record and report sales tax (BA:096) (MN) Determine and deposit payroll taxes (BA:255) (MN) Implement procedures for managing debt (MN:206) (MN) Analyze cash-flow patterns (MN:099) (MN)
Performance Element	Identify potential business threats and opportunities to protect a business's financial well-being.
Performance Indicators	Identify ways that small businesses protect themselves against loss (BA:243) (MN) Protect assets from creditors (BA:247) (MN)

Instructional Area	Human Resources Management
Performance Element	Implement organizational skills to facilitate others' work efforts.
Performance Indicators	Delegate work to others (HR:386) (SU) Coordinate efforts of cross-functional teams to achieve project/company goals (HR:387) (SU) Manage collaborative efforts (HR:388) (SU) Harmonize tasks, projects, and employees in the context of business priorities (HR:389) (SU) Plan and organize the work efforts of others (MN:723) (SU) Schedule employees (MN:044) (SU)
Performance Element	Select compensation system to match management's goals and attract employees.
Performance Indicators	Pay employees (MN:214) (MN)
Performance Element	Implement talent-acquisition activities to obtain qualified staff.
Performance Indicators	Recruit new employees (MN:017) (SU) Negotiate new-hire's salary/pay (MN:201) (SU)
Performance Element	Control human resources management activities to maintain workforce standards.
Performance Indicators	Provide feedback on work efforts (MN:130) (SU) Assess employee morale (MN:155) (SU) Build organizational culture (MN:200) (MN)
Instructional Area	Operations
Performance Element	Implement purchasing activities to obtain business supplies, equipment, and services.
Performance Indicators	Describe the importance of purchasing in small businesses (SP)
Performance Element	Implement quality-control processes to minimize errors and to expedite workflow.
Performance Indicators	Discuss the role of quality management in small businesses (SP)

Instructional Area	Operations (cont'd)
Performance Element	Implement expense-control strategies to enhance a business's financial wellbeing.
Performance Indicators	Explain employee's role in expense control (OP:025, MN LAP 56) (SP) Control use of supplies (OP:026) (SU)
Performance Element	Maintain property and equipment to facilitate ongoing business activities.
Performance Indicators	Identify routine activities for maintaining business facilities and equipment (OP:032) (SP)
Instructional Area	Professional Development
Performance Element	Participate in career planning to enhance job success potential.
Performance Indicators	Explain career opportunities in small business management (SP)
Instructional Area	Strategic Management
Performance Element	Control an organization's/department's activities to encourage growth and development.
Performance Indicators	Evaluate productivity of resources (MN:203) (MN) Analyze business processes and procedures (MN:202) (MN)
Instructional Area	Knowledge Management
Performance Element	Use knowledge management strategies to improve the performance and competitive advantage of an organization.
Performance Indicators	Determine factors causing loss of organizational knowledge (MN) Implement knowledge-management strategies (MN)
Instructional Area	Marketing-Information Management
Performance Element	Utilize management-information technology to gather needed marketing information.
Performance Indicators	Maintain customer database (IM:231) (SP)

Instructional Area	Promotion
Performance Element	Utilize a website to promote business/product.
Performance Indicators	Maintain/Update business website (PM:113) (SP)

Course Title	Strategic Management
Description	<i>Strategic Management</i> is an advanced-level business course which stresses the importance of strategic planning and management for an organization. In this course, students acquire knowledge and skills to develop and assess functional and overall business strategies, determine company goals and objectives, and develop a business plan. Concepts such as competitive advantage, business diversification, and corporate governance are also stressed.
Performance Indicators	36
Credit	3 credits
Recommended Sequence	Second semester of grade 14
Instructional Area	Communication Skills
Performance Element	Write internal and external business correspondence to convey and obtain information effectively.
Performance Indicators	Prepare complex written reports (CO:009) (MN) Write proposals (CO:062) (MN)
Instructional Area	Professional Development
Performance Element	Adhere to a professional code of ethics to guide business decisions.
Performance Indicators	Discuss factors to consider in developing a managerial code of ethics (MN) Utilize an established professional code of ethics (MN)
Instructional Area	Strategic Management
Performance Element	Acquire a foundational understanding of strategic management to demonstrate knowledge of its nature and scope.
Performance Indicators	Discuss the nature and scope of strategic management (MN) Describe types of business strategies (MN) Discuss environmental influences on business strategy (MN) Explain functional level strategies used to support a company's strategy (MN)

Instructional Area	Strategic Management (cont'd)
Performance Element	Utilize planning tools to guide organization's/department's activities.
Performance Indicators	Develop company goals/objectives (SM:008) (ON) Define business mission (SM:009) (ON) Develop action plans (SM:012) (ON) Develop business plan (SM:013) (ON)
Performance Element	Devise business strategies to aid in the development and success of an organization.
Performance Indicators	Describe the strategic planning process within an organization (MN) Develop strategies for achieving company vision (MN) Develop functional strategies (e.g., marketing, finance, operations, human resources, research and development) (MN)
Performance Element	Employ knowledge of business strategies and organizational structures to foster/improve business performance.
Performance Indicators	Explain the importance of matching business strategy with organizational structure (MN) Determine organization structure to achieve strategic goals (MN)
Performance Element	Position organization to acquire desired business image.
Performance Indicators	Discuss the nature and sources of competitive advantages (MN) Determine a business's potential to gain a competitive advantage (MN) Position a business to gain a competitive advantage (MN)
Performance Element	Control an organization's/department's activities to encourage growth and development.
Performance Indicators	Discuss the importance of the coordinating/controlling role in the business environment (MN) Evaluate individual department's contribution to organizational effectiveness (MN) Identify and benchmark key performance indicators (e.g., dashboards, scorecards, etc.) (SM:027) (MN) Analyze operating results in relation to budget/industry (SM:005) (MN) Track performance of business plan (SM:006) (MN) Conduct an organizational SWOT (SM:010) (ON) Identify a business's core competencies (ON) Interpret internal information for strategic planning (e.g., financial/accounting, marketing, operations, human resources, information technology, and individual employee data) (MN) Assess company's strategic-planning processes (MN) Evaluate the effectiveness of business strategies (MN) Determine alternative actions to take when goals are not being met (MN) Develop processes that can be used to improve business results (MN)

Instructional Area	Strategic Management (cont'd)
Performance Element	Analyze business diversification options to aid in corporate growth and development.
Performance Indicators	Describe methods of business diversification (e.g., mergers and acquisitions, strategic alliances, global expansion) (MN) Evaluate opportunities for potential company changes (MN)
Performance Element	Acquire knowledge of corporate governance to be aware of restraints under which business functions.
Performance Indicators	Explain the nature and scope of corporate governance (MN) Describe the components of a well-governed company (e.g. board of directors, reporting, transparency, internal and external audit functions) (MN)

Course Title	Grade 14 Business Management and Administration Internship
Description	Students obtain 15-20 hours of planned, evaluated work experience weekly in jobs that reflect one of the five business management and administration pathways. Course enables students to utilize their studies, expand their perceptions of the work environment, and gain practical experience. Students are encouraged to maintain the same work site throughout their postsecondary educational experience.
Performance Indicators	89
Credit	Three credits per semester
Recommended Sequence	Both semesters of grade 14
Instructional Area	Communication Skills
Performance Element	Apply verbal skills to obtain and convey information.
Performance Indicators	Employ communication styles appropriate to target audience (CO:084) (CS) Defend ideas objectively (CO:061) (CS) Participate in group discussions (CO:053) (CS)
Performance Element	Write internal and external business correspondence to convey and obtain information effectively.
Performance Indicators	Select and utilize appropriate formats for professional writing (CO:088) (CS) Edit and revise written work consistent with professional standards (CO:089) (CS) Prepare simple written reports (CO:094) (SP)
Performance Element	Communicate with staff to clarify workplace objectives.
Performance Indicators	Explain the nature of staff communication (CO:014) (CS) Choose appropriate channel for workplace communication (CO:092) (CS) Participate in a staff meeting (CO:063) (CS)
Instructional Area	Economics
Performance Element	Understand the nature of business to show its contributions to society.
Performance Indicators	Explain the organizational design of businesses (EC:103) (SP) Explain the nature of business ethics (EC:106) (SP)

Instructional Area	Economics (cont'd)
Performance Element	Understand economic systems to be able to recognize the environments in which businesses function.
Performance Indicators	Identify factors affecting a business's profit (EC:010, EC LAP 2) (CS) Determine factors affecting business risk (EC:011, EC LAP 3) (CS)
Instructional Area	Emotional Intelligence
Performance Element	Develop personal traits to foster career advancement.
Performance Indicators	Exhibit self-confidence (EI:023) (PQ) Demonstrate interest and enthusiasm (EI:020, HR LAP 20) (PQ) Demonstrate initiative (EI:024, EI LAP 2) (PQ)
Performance Element	Apply ethics to demonstrate trustworthiness.
Performance Indicators	Demonstrate responsible behavior (EI:021, PD LAP 7) (PQ) Demonstrate honesty and integrity (EI:022, HR LAP 19) (PQ) Demonstrate ethical work habits (EI:004, EI LAP 4) (PQ)
Performance Element	Exhibit techniques to manage emotional reactions to people and situations.
Performance Indicators	Exhibit positive attitude (EI:019, EI LAP 3) (PQ) Demonstrate self control (EI:025, HR LAP 18) (PQ) Explain the use of feedback for personal growth (EI:003, HR LAP 3) (PQ) Adjust to change (EI:026, HR LAP 8) (PQ)
Performance Element	Identify with others' feelings, needs, and concerns to enhance interpersonal relations.
Performance Indicators	Respect the privacy of others (EI:029) (PQ) Show empathy for others (EI:030, EI LAP 12) (PQ) Exhibit cultural sensitivity (EI:033, EI LAP 11) (CS)
Performance Element	Use communication skills to foster open, honest communications.
Performance Indicators	Explain ethical considerations in providing information (EI:038) (SP)
Performance Element	Use communication skills to influence others.
Performance Indicators	Persuade others (EI:012) (SP) Demonstrate negotiation skills (EI:062, EI LAP 8) (SP)

Instructional Area	Emotional Intelligence (cont'd)
Performance Element	Manage stressful situations to minimize negative workplace interactions.
Performance Indicators	Use appropriate assertiveness (EI:008, HR LAP 16) (PQ) Use conflict-resolution skills (EI:015, EI LAP 7) (CS) Explain the nature of stress management (EI:028) (SP)
Performance Element	Implement teamwork techniques to accomplish goals.
Performance Indicators	Participate as a team member (EI:045) (CS) Demonstrate teamwork skills (EI:010) (CS) Motivate team members (EI:059) (SP)
Performance Element	Employ leadership skills to achieve workplace objectives.
Performance Indicators	Demonstrate adaptability (EI:006) (CS) Develop an achievement orientation (EI:027, EI LAP 10) (CS) Lead change (EI:005) (CS) Enlist others in working toward a shared vision (EI:060) (CS) Coach others (EI:041) (CS)
Performance Element	Manage internal and external business relationships to foster positive interactions.
Performance Indicators	Treat others fairly at work (EI:036, HR LAP 24) (PQ) Foster positive working relationships (EI:037, EI LAP 5) (CS) Maintain collaborative partnerships with colleagues (EI:061) (SP) Explain the impact of political relationships within an organization (EI:034) (SP) Explain the nature of organizational culture (EI:064) (MN) Discuss the nature of organizational behavior (SP) Discuss the impact of organizational culture on organizational behavior (SP) Describe the impact of organizational conflict (SP) Explain the impact of business customs and practices on global trade (SP)
Performance Element	Acquire foundational knowledge of business ethics to demonstrate trustworthiness.
Performance Indicators	Explain environmental factors that shape ethical decision making (MN) Explain the nature of organizational culture (EI:064) (MN) Describe the impact of an organization's culture on ethical decision making (MN) Discuss the nature and scope of ethical conflict (MN)

Instructional Area	Financial Analysis
Performance Element	Identify potential business threats and opportunities to protect a business's financial well-being.
Performance Indicators	Identify speculative business risks (FI:080) (MN) Explain the nature of risk management (FI:084, BA LAP 2) (MN)
Instructional Area	Human Resources Management
Performance Element	Understand human resources management models to demonstrate knowledge of their nature and scope.
Performance Indicators	Discuss factors that impact human resources management (e.g., availability of qualified employees, alternative staffing methods, employment laws/regulations, company policies/procedures, compensation and benefit programs, staff diversity, etc.) (SP)
Performance Element	Build employer-employee relationships to foster productivity.
Performance Indicators	Describe ways that businesses build positive employer-employee relationships (SP)
Instructional Area	Information Management
Performance Element	Use information literacy skills to increase workplace efficiency and effectiveness.
Performance Indicators	Assess information needs (NF:077) (CS) Obtain needed information efficiently (NF:078) (CS) Evaluate quality and source of information (NF:079) (CS) Apply information to accomplish a task (NF:080) (CS) Store information for future use (NF:081) (CS)
Performance Element	Utilize information-technology tools to manage and perform work responsibilities.
Performance Indicators	Maintain data security (OP:064) (CS)
Performance Element	Acquire information to guide business decision-making.
Performance Indicators	Describe current business trends (NF:013) (SP) Monitor internal records for business information (NF:014) (SP)

Instructional Area	Information Management (cont'd)
Performance Element	Understand the role and function of management information systems to obtain a foundational knowledge of their nature and scope.
Performance Indicators	Discuss the nature and scope of management information systems (SP)
Instructional Area	Operations
Performance Element	Manage quality-control processes to minimize errors and to expedite workflow.
Performance Indicators	Describe the role of management in the achievement of quality (OP:020) (MN)
Instructional Area	Professional Development
Performance Element	Acquire self-development skills to enhance relationships and improve efficiency in the work environment.
Performance Indicators	Maintain appropriate personal appearance (PD:002, PD LAP 5) (PQ) Demonstrate systematic behavior (PD:009, HR LAP 4) (PQ) Set personal goals (PD:018, HR LAP 6) (CS)
Performance Element	Utilize critical-thinking skills to determine best options/outcomes.
Performance Indicators	Explain the need for innovation skills (PD:126) (CS) Make decisions (PD:017, PD LAP 10) (CS) Demonstrate problem-solving skills (PD:077, IS LAP 2) (CS) Demonstrate appropriate creativity (PD:012, PD LAP 2) (SP) Use time-management skills (PD:019, OP LAP 1) (SP) Discuss the impact of organizational culture on creativity and innovation (SP)
Performance Element	Adhere to a professional code of ethics to guide business decisions.
Performance Indicators	Utilize an established professional code of ethics (MN)
Instructional Area	Strategic Management
Performance Element	Acquire a foundational understanding of strategic management to demonstrate knowledge of its nature and scope.
Performance Indicators	Discuss the nature and scope of strategic management (MN)

Instructional Area	Strategic Management (cont'd)
Performance Element	Devise business strategies to aid in the development and success of an organization.
Performance Indicators	Describe the strategic planning process within an organization (MN)
Performance Element	Employ knowledge of business strategies and organizational structure to foster/improve business performance.
Performance Indicators	Explain the importance of matching business strategy with organizational structure (MN)
Performance Element	Position organization to acquire desired business image.
Performance Indicators	Discuss the nature and sources of competitive advantage (MN)
Performance Element	Control an organization's/department's activities to encourage growth and development.
Performance Indicators	Discuss the importance of the coordinating/controlling role in the business environment (MN) Evaluate individual department's contribution to organizational effectiveness (MN) Evaluate productivity of resources (MN:203) (MN)
Performance Element	Acquire knowledge of corporate governance to be aware of restraints under which business functions.
Performance Indicators	Explain the nature and scope of corporate governance (MN) Describe the components of a well-governed company (e.g., board of directors, reporting, transparency, internal and external audit functions) (MN)
Instructional Area	Risk Management
Performance Element	Explore risk control to understand its relationship to risk management.
Performance Indicators	Discuss the nature of risk control (i.e., internal and external) (SP)
Performance Element	Manage risk to protect a business's well-being.
Performance Indicators	Explain the impact of risk on business (SP)

Instructional Area	Risk Management (cont'd)
Performance Element	Understand enterprise risk management to participate in a company-wide risk management program.
Performance Indicators	Discuss the nature of enterprise risk management (ERM) (MN)

Appendix A

Business Management and Administration Pathways

Administrative Services

Administrative Services facilitate business operations through a variety of administrative and clerical duties including information and communication management, data processing and collection, and project tracking. Sample occupations include:

Administrative Assistant
Executive Assistant
Project Coordinator

Customer Service Representative
Office Manager

Business Information Management

Business Information Management is an umbrella term covering those careers that provide a bridge between business processes/initiatives and IT. Employees in this area help to align business and IT goals. Sample occupations include:

Business Analyst
Functional Specialist
Relationship Manager

Business Process Manager
Project Manager

General Management

General Management focuses on careers that plan, organize, direct, and evaluate all or part of a business organization through the allocation and use of financial, human, and material resources. Sample occupations include:

Director
Regional Manager
Store Manager

District Manager
Small Business Manager
Supervisor

Human Resources Management

Human Resources Management focuses on the staffing activities that involve planning, recruitment, selection, orientation, training, performance appraisal, compensation, and safety of employees. Sample occupations include:

Benefits Administrator
HR Generalist
Labor Relations Manager
Training Manager

Compensation Analyst
HR Manager
Recruiter

Operations Management

Operations Management focuses on planning, organizing, coordinating, and controlling the resources needed to produce/provide a business's goods and/or services. Examples of activities in Operations Management are quality control, scheduling, procurement, and warehousing. Sample occupations include:

Chief Operations Officer
Procurement Analyst
Quality Manager

Master Scheduler
Purchasing Manager
Supply Chain Manager

Appendix B

Knowledge and Skill Statements

Business Law	Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions
Communication Skills	Understands the concepts, strategies, and systems used to obtain and convey ideas and information
Customer Relations	Understands the techniques and strategies used to foster positive, ongoing relationships with customers
Economics	Understands the economic principles and concepts fundamental to business operations
Emotional Intelligence	Understands techniques, strategies, and systems used to foster self-understanding and enhance relationships with others
Entrepreneurship	Understands the concepts, processes, and skills associated with identifying new ideas, opportunities, and methods and with creating or starting a new project or venture
Financial Analysis	Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources
Human Resources Management	Understands the tools techniques, and systems that businesses use to plan, staff, lead, and organize its human resources
Information Management	Understands tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist business decision-making
Marketing	Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives
Operations	Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning
Professional Development	Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career
Strategic Management	Understands tools, techniques, and systems that affect a business's ability to plan, control, and organize an organization/department

Customer Relations	Understands the techniques and strategies used to foster positive, ongoing relationships with customers
Knowledge Management	Understands the systems, strategies, and techniques used to collect, organize, analyze, and share information known in an organization
Project Management	Understands tools, techniques, and systems that are used to plan, implement, monitor, and evaluate business projects
Quality Management	Understands the need for standards and the strategies and techniques used to implement, monitor, and evaluate them
Risk Management	Understands risk-management strategies and techniques used to minimize business loss

Appendix C

Professional Organizations

- American Management Association (AMA)
- American National Standards Institute (ANSI)
- American Society for Quality (ASQ)
- Association for Operations Management (APICS)
- Association of Administrative Professionals (AAP)
- Institute for Supply Management (ISM)
- International Association for Human Resource Information Management (IHRIM)
- International Association of Administrative Professionals (IAAP)
- International Institute of Business Analysis (IIBA)
- National Association of Executive Secretaries and Administrative Assistants (NAESAA)
- National Human Resources Association (NHRA)
- National Management Association (NMA)
- Professional Managers Association (PMA)
- Project Management Institute (PMI)
- Society for Human Resource Management (SHRM)

Appendix D

Business Management and Administration Certifications

American Society for Quality offers:

- Manager of Quality/Organizational Excellence (CMQ/OE)

Association for Operations Management offers:

- Certified in Production and Inventory Management (CPIM)

Human Resources Certification Institute offers:

- Professional in Human Resources (PHR))

Institute for Supply Management offers:

- Certified Professional in Supply Management (CPSM)
- Certified Purchasing Manager (CPM)

Institute for the Assessment of Skills and Knowledge of Business offers:

- A*S*K Concepts of Entrepreneurship and Management Certification
- A*S*K Concepts of Finance Certification
- A*S*K Fundamental Business Concepts Certification
- A*S*K Fundamental Marketing Concepts Certification

Institute of Certified Professional Managers offers:

- Certified Manager (CM)

International Association of Administrative Professionals offers:

- Certified Administrative Professional (CAP)

International Institute of Business Analysis offers:

- Certified Business Analysis Professional (CBAP)

International Project Management Association offers:

- International Project Management Association Certification (IPMA)

Project Management Institute offers:

- Certified Associate in Project Management (CAPM)
- Project Management Professional (PMP)

Appendix E

Career Opportunities at Multiple Exit Points

Exit Points	Business Management and Administration Career Opportunities	O*Net Codes
High School Diploma	Administrative Assistant	43-6014.00
	Courier	43-5021.00
	Customer Service Representative	43-4051.00
	Mail Clerk	43-9051.00
	Messenger	43-5021.00
	Office Clerk	43-9061.00
	Receptionist	43-4171.00
2-Year Degree	Customer Service Manager	43-1011.00
	Executive Assistant	43-6011.00
	Human Resources Assistant	43-4161.00
	Office Manager	11-3011.00
	Personnel Clerk	43-4161.00
	Store Manager	11-1021.00
	Supervisor	43-1011.00
4-Year Degree	Team Leader	51-1011.00
	Benefits Administrator	13-1072.00
	Business Analyst	13-1111.00
	Business Process Manager	13-1199.99
	Compensation Analyst	13-1072.00
	Corporate Trainer	13-1073.00
	Director	11-1021.00
	District Manager	11-1021.00
	Human Resources Generalist	13-1072.00
	Management Analyst	13-1111.00
	Master Scheduler	43-5061.00
	Operations Manager	11-1021.00
	Procurement Analyst	43-3061.00
	Production Analyst	43-5061.00
	Program Management Analyst	13-1111.00
	Project Manager	11-9199.99
	Purchasing Manager	11-3061.00
	Quality Control Manager	11-3051.00
	Quality Manager	11-3051.00
	Recruiter	13-1071.02
	Regional Manager	11-1021.00
	Relationship Manager	41-9099.99
	Small Business Manager	11-1021.00
	Supply Chain Manager	11-3061.00
	Training Manager	11-3042.00

Exit Points	Business Management and Administration Career Opportunities	O*Net Codes
Master's Degree	Chief Executive Officer	11-1011.00
	Chief Operations Officer	11-1011.00
	General Manager	11-1021.00
	Human Resources Manager	11-3040.00
	Labor Relations Manager	11-3040.00
	President	11-1011.00
	Supply Chain Consultant	11-3061.00
	Vice President of Human Resources	11-1011.00

Appendix F

Articulated Courses

**Articulated
Career Courses**

Students who successfully complete the high-school portion of the Business Management and Administration Program of Study should be given postsecondary credit for their career-course work. The 18 hours of credit should be based on the following articulated courses:

High School Courses**Postsecondary Courses**

Leadership
Business and Marketing Essentials

Introduction to Business

Business and Marketing Essentials
Introduction to Management

Principles of Macroeconomics

Business and Marketing Essentials
Introduction to Management

Principles of Microeconomics

Leadership
Business and Marketing Essentials
Introduction to Management

Principles of Management

Business and Marketing Essentials
Introduction to Management
Marketing for Managers

Principles of Marketing

Leadership
Business and Marketing Essentials
Introduction to Management
Project Management

Project Management

High School Course Performance Indicators	Postsecondary Course Course Objectives
Leadership	Introduction to Business
Explain the concept of leadership (EI:009) (CS)	Discuss leadership qualities
Demonstrate teamwork skills (EI:010) (CS)	Develop team skills
Assess personal strengths and weaknesses (EI:002) (PQ)	Evaluate personal strengths and weaknesses
Make oral presentations (CO:025) (SP)	Make oral presentations
Business and Marketing Essentials	
Explain the concept of private enterprise (EC:009, EC LAP 15) (CS)	Describe the private enterprise system
Identify factors affecting a business's profit (EC:010, EC LAP 2) (CS)	Discuss profit
Determine factors affecting business risk (EC:011, EC LAP 3) (CS)	Explain business risk
Explain the concept of competition (EC:012, EC LAP 8) (CS)	Discuss business competition
Explain the types of economic systems (EC:007, EC LAP 17) (CS)	Describe features of economic systems
Distinguish between economic goods and services (EC:002, EC LAP 10) (CS)	Discuss economic goods and services
Explain the principles of supply and demand (EC:005, EC LAP 11) (CS)	Explain the interaction of supply and demand
Describe the concepts of economics and economic activities (EC:001, EC LAP 6) (CS)	Discuss key economic concepts
Discuss the global environment in which businesses operate (EC:104) (SP)	Discuss the global business environment
Describe factors that affect the business environment (EC:105) (SP)	Discuss factors affecting business
Discuss the nature of information management (NF:110) (CS)	Explain the role of technology in information management
Determine the relationship between government and business (EC:008, EC LAP 16) (CSP)	Discuss the impact of government on the business community
Explain the nature of business ethics (EC:106) (SP)	Describe business ethics
Explain the role of business in society (EC:070, EC LAP 20) (CS)	Discuss social responsibility
Explain the organizational design of businesses (EC:103) (SP)	Discuss organizational design
Explain marketing and its importance in a global economy (MK:001, BA LAP 11) (CS)	Describe the marketing concept

High School Course Performance Indicators	Postsecondary Course Course Objectives
Business and Marketing Essentials (cont'd)	Introduction to Business (cont'd)
Explain marketing and its importance in a global economy (MK:001, BA LAP 11) (CS)	Discuss the role of marketing
Explain the concept of management (SM:001, BA LAP 6) (CS)	Describe management
Explain the concept of management (SM:001, BA LAP 6) (CS)	Describe the planning process
Discuss the nature of human resources management (HR:410) (CS)	Explain human resources management
Explain the concept of production (OP:017, BA LAP 1) (CS)	Discuss the role of production
Explain the nature of operations (OP:189) (CS)	Describe operations
Explain the role of finance in business (FI:354, FI LAP 7) (CS)	Describe finance
Explain the concept of accounting (FI:085, FI LAP 5) (CS)	Discuss accounting
Explain types of business ownership (BL:003, BA LAP 7) (CS)	Distinguish among forms of business ownership
Demonstrate word processing skills (NF:007) (PQ)	Demonstrate word processing skills
Demonstrate basic web-search skills (NF:006) (PQ)	Demonstrate Internet search skills
Select and utilize appropriate formats for professional writing (CO:088) (CS)	Prepare written assignments

Community Colleges

Learning outcomes from several community college syllabi were compiled to create the sample postsecondary *Introduction to Business* course objectives. These community colleges include:

- Austin Community College, Austin, TX
- Community College of Rhode Island, Warwick, RI
- Nashville State Technical Community College, Nashville, TN
- Northern Essex Community College, Haverhill, MA

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- Nashville State Technical Community College. (2007, August). *Intro to Business – BUS 1113 syllabus*. Retrieved July 11, 2008, from <http://www.nsc.edu/catalog/desc/syllabi/bus/BUS%201113.pdf>
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High School Course Performance Indicators	Postsecondary Course Course Objectives
Personal Finance	Principles of Macroeconomics
Explain types of investments (FI:077) (CS)	Discuss stocks, bonds
Explain the time value of money (FI:062) (CS)	Describe the time value of money
	Discuss the Federal Reserve System
Business and Marketing Essentials	
Explain the types of economic systems (EC:007, EC LAP 17) (CS)	Explain market economies
Describe the concepts of economics and economic activities (EC:001, EC LAP 6) (CS)	Define scarcity
Explain the concept of production (OP:017, BA LAP 1) (CS)	Explain the concept of production
Explain the concept of economic resources (EC:003, EC LAP 14) (CS)	Describe factors of production
Describe the concepts of economics and economic activities (EC:001, EC LAP 6) (CS)	Explain opportunity cost
Explain the principles of supply and demand (EC:005, EC LAP 11) (CS)	Define demand and supply
Explain the concept of productivity (EC:013, EC LAP 18) (CS)	Explain the nature of productivity
Describe the concepts of economics and economic activities (EC:001, EC LAP 6) (CS)	Describe consumption
Explain the types of economic systems (EC:007, EC LAP 17) (CS)	Differentiate among types of economies
Introduction to Management	
	Discuss macroeconomic theory (e.g., classical, supply-side, Keynesian/demand-side)
Analyze impact of specialization/division of labor on productivity (EC:014, EC LAP 7) (SP)	Explain the concept of specialization
Describe the concepts of economics and economic activities (EC:001, EC LAP 6) (CS)	Explain the circular flow of income
Explain the concept of Gross Domestic Product (GDP) (EC:017, EC LAP 1) (SP)	Describe the significance of Gross Domestic Product
Discuss the impact of a nation's unemployment rates (EC:082) (SP)	Explain types of unemployment
	Discuss the measurement of inflation

High School Course Performance Indicators	Postsecondary Course Course Objectives
Introduction to Management (cont'd)	Principles of Macroeconomics (cont'd)
Determine the impact of business cycles on business activities (EC:018, EC LAP 9) (SP)	Explain business cycles
Determine the relationship between government and business (EC:008, EC LAP 16) (CS) Describe the nature of taxes (EC:072) (SP)	Describe how government expenditures impact the economy
Describe the nature of taxes (EC:072) (SP)	Describe how taxation impacts the economy
	Differentiate between monetary and fiscal policy
Explain the nature of global trade (EC:016, EC LAP 4) (SP)	Discuss comparative advantage
Explain the nature of global trade (EC:016, EC LAP 4) (SP)	Discuss foreign trade

Community Colleges

Learning outcomes from several community college syllabi were compiled to create the sample postsecondary *Principles of Macroeconomics* course objectives. These community colleges include:

- Edison Community College, Piqua, OH
- Labette Community College, Parsons, KS
- Pima Community College, Tucson, AZ
- Western Nebraska Community College, Scottsbluff, NE
- Wor-Wic Community College, Salisbury, MD

References

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High School Course Performance Indicators	Postsecondary Course Course Objectives
Business and Marketing Essentials	Principles of Microeconomics
Describe the concepts of economics and economic activities (EC:001, EC LAP 6) (CS)	Describe the science of scarcity
Describe the concepts of economics and economic activities (EC:001, EC LAP 6) (CS)	Explain opportunity cost
Distinguish between economic goods and services (EC:002, EC LAP 10) (CS)	Discuss public goods and common resources
Explain the principles of supply and demand (EC:005, EC LAP 11) (CS)	Discuss the market forces of supply and demand
Explain the principles of supply and demand (EC:005, EC LAP 11) (CS)	Explain elasticity and its applications
Describe the concepts of economics and economic activities (EC:001, EC LAP 6) (CS)	Explain the efficiency of markets
Describe the functions of prices in markets (EC:006, EC LAP 12) (CS)	Discuss the role of prices
Explain the types of economic systems (EC:007, EC LAP 17) (CS)	Differentiate among types of economies
Identify factors affecting a business's profit (EC:010, EC LAP 2) (CS)	Discuss business profit
Explain the concept of competition (EC:012, EC LAP 8) (CS)	Describe perfect competition
Explain the concept of competition (EC:012, EC LAP 8) (CS)	Explain monopolies
Explain the concept of competition (EC:012, EC LAP 8) (CS)	Explain monopolistic competition
Explain the concept of competition (EC:012, EC LAP 8) (CS)	Discuss the nature of oligopolies
Explain the concept of competition (EC:012, EC LAP 8) (CS)	Discuss government involvement in markets
Explain the concept of competition (EC:012, EC LAP 8) (CS)	Discuss market structure
Explain the concept of private enterprise (EC:009, EC LAP 15) (CS)	Discuss consumer choice and behavior
Determine economic utilities created by business activities (EC:004, EC LAP 13) (CS)	Explain utility maximization
Explain the concept of productivity (EC:013, EC LAP 18) (CS)	Discuss production
Explain the concept of economic resources (EC:003, EC LAP 14) (CS)	Discuss factors of production
Explain the concept of private enterprise (EC:009, EC LAP 15) (CS)	Discuss income inequality

High School Course Performance Indicators	Postsecondary Course Course Objectives
Introduction to Management	Principles of Microeconomics (cont'd)
Explain the impact of the law of diminishing returns (EC:023) (SP)	Discuss the law of diminishing returns
Describe the concepts of economics and economic activities (EC:001, EC LAP 6) (CS)	Explain the circular flow of economic activity
Describe the nature of taxes (EC:072) (SP)	Discuss the nature of taxation
	Discuss economies of scale
Explain the concept of organized labor and business (EC:015, EC LAP 5) (SP)	Explain the role of labor unions
Explain the nature of global trade (EC:016, EC LAP 4) (SP)	Discuss comparative advantage
Explain the nature of global trade (EC:016, EC LAP 4) (SP)	Explain international trade

Community Colleges

Learning outcomes from several community college syllabi were compiled to create the sample postsecondary *Principles of Microeconomics* course objectives. These community colleges include:

- Edison Community College, Piqua, OH
- Pima Community College, Tucson, AZ
- West Valley College, A California Community College, Saratoga, CA
- Western Nebraska Community College, Scottsbluff, NE
- Wor-Wic Community College, Salisbury, MD

References

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High School Course Performance Indicators	Postsecondary Course Course Objectives
Leadership	Principles of Management
Coach others (EI:041) (CS)	Discuss the use of motivation
Lead change (EI:005) (CS)	Explain methods for leading change
Exhibit cultural sensitivity (EI:033, EI LAP 11) (CS)	Discuss cultural diversity
Business and Marketing Essentials	
Explain the concept of management (SM:001, BA LAP 6) (CS)	Describe the functions of management
Explain the role of business in society (EC:070, EC LAP 20) (CS)	Explain social responsibility
Explain the organizational design of businesses (EC:103) (SP)	Discuss organizational structure and design
Discuss the nature of human resources management (HR:410) (CS)	Explain the importance of human resources management
Explain the nature of operations (OP:189) (CS)	Discuss the nature of operations management
Discuss the nature of information management (NF:110) (CS)	Describe information management
Make decisions (PD:017, PD LAP 10) (CS)	Discuss decision making strategies
Explain the need for innovation skills (PD:126) (CS)	Describe the importance of innovation
Introduction to Management	
Explain the nature of managerial ethics (SM:002) (MN)	Discuss the importance of ethical behavior in an organization
Explain the nature of quality management (SP)	Describe quality management
Describe the role and responsibilities of individuals in management	Describe managerial careers
Coordinate efforts of cross-functional teams to achieve project/company goals (HR:387) (SU)	Manage teams
Manage collaborative efforts (HR:388) (SU)	Organize people, projects, and processes
	Discuss the impact of politics in an organization

Community Colleges

Learning outcomes from several community college syllabi were compiled to create the sample postsecondary *Principles of Management* course objectives. These community colleges include:

- Edison Community College, Piqua, OH
- Kellogg Community College, Battle Creek, MI
- Trinity Valley Community College, Athens, TX
- Valencia Community College, Orlando, FL

References

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High School Course Performance Indicators	Postsecondary Course Course Objectives
Business and Marketing Essentials	Principles of Marketing
Explain marketing and its importance in a global economy (MK:001, BA LAP 11) (CS)	Describe marketing
Explain marketing and its importance in a global economy (MK:001, BA LAP 11) (CS)	Explain the marketing concept
Principles of Management	
Demonstrate a customer-service mindset (CR:004, HR LAP 32) (CS)	Discuss the importance of customer service
Explain the nature of global trade (EC:016, EC LAP 4) (SP)	Identify methods of entering international markets
Describe marketing functions and related activities (MK:002, MK LAP 1) (CS)	Discuss the marketing functions
Explain customer/client/business buying behavior (MK:014) (SP)	Explain influences on consumer behavior
Marketing for Managers	
Describe ethical consideration in channel management (CM:006) (SP) Explain the role of ethics in marketing-information management (IM:025) (SP) Describe the role of business ethics in pricing (PR:015) (SP) Explain business ethics in product/service management (PM:040) (SP) Describe the use of business ethics in promotion (PR:099) (SP) Explain business ethics in selling (SE:106, SE LAP 129) (SP)	Discuss the role of ethics in marketing
Explain the nature of marketing research (IM:010) (SP)	Explain the role of marketing research
Explain the nature of marketing research (IM:010, IM LAP 5) (SP)	Identify methods of collecting data
Describe options businesses use to obtain marketing-research data (i.e., primary and secondary research) (IM:281) (SP)	Differentiate between sources of primary and secondary data
	Explain sampling techniques
Explain the nature and scope of the marketing-information management function (IM:001) (SP)	Discuss marketing information systems
Explain the concept of market and market identification (MP:003, IM LAP 9) (CS)	Define market segmentation

High School Course Performance Indicators	Postsecondary Course Course Objectives
Marketing for Managers (cont'd)	Principles of Marketing (cont'd)
Identify the elements of the promotional mix (PR:003, PR LAP 1) (SP)	Discuss strategies for reaching target markets
Explain the concept of marketing strategies (MP:001, IM LAP 7) (CS)	Explain product decisions
Identify the impact of product life cycles on marketing decisions (PM:024) (SP)	Discuss the product life cycle
Describe the uses of grades and standards in marketing (PM:019, PM LAP 8) (CS)	Discuss the importance of quality in marketing
	Describe the importance of branding
Identify consumer protection provisions of appropriate agencies (PM:017, PP LAP 7) (SP)	Discuss the functions of regulatory agencies in product-service management
Explain the nature of channels of distribution (CM:003) (CS)	Explain channels of distribution
Explain the nature of channels of distribution (CM:003) (CS)	Distinguish between wholesalers and retailers
	Explain types of advertising
	Discuss sales promotion
	Discuss public relations
	Describe components of a promotional plan
Explain the nature and scope of the selling function (SE:017, SE LAP 117) (CS)	Discuss selling
Explain the selling process (SE:048) (CS)	Explain steps in the sales process
Explain legal considerations for pricing (PI:017) (SP)	Explain legal issues pertaining to pricing
Explain the nature and scope of the pricing function (PI:001, PI LAP 2) (SP)	Discuss pricing objectives
Explain the nature of marketing plans (MP:007) (SP)	Explain the significance of marketing plans
Explain the nature of marketing plans (MP:007) (SP)	Discuss the components of a marketing plan
	Describe the concept of SWOT
	Discuss the importance of sales forecasting
Explain the concept of marketing strategies (MP:001, IM LAP 7) (CS)	Describe marketing mix variables

Community Colleges

Learning outcomes from several community college syllabi were compiled to create the sample postsecondary *Principles of Marketing* course objectives. These community colleges include:

- Hawkeye Community College, Waterloo, IA
- Nunez Community College, Chalmette, LA
- Rio Salado College, A Maricopa Community College, Tempe, AZ
- Western Nebraska Community College, Scottsbluff, NE

References

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High School Course Performance Indicators	Postsecondary Course Course Objectives
Leadership	Project Management
Use conflict-resolution skills (EI:015, EI LAP 7) (CS)	Discuss ways to handle conflict
Business and Marketing Essentials	
Demonstrate basic spreadsheet applications (NF:010) (PQ)	Develop spreadsheets/graphics
Explain the organizational design of businesses (EC:103) (SP)	Discuss organizational structure
Introduction to Management	
Explain the nature of project management (OP:158) (SP)	Identify the basics of project management
Explain the nature of project management (OP:158) (SP)	Explain the project life cycle
Use time-management skills (PD:019, OP LAP 1) (SP)	Discuss the importance of time management
Project Management	
Discuss the role and responsibilities of project managers (SP)	Discuss the role of project managers
Prepare a project scope statement for a project	Define a project problem
Discuss the benefits of project planning	Discuss the importance of planning in project management
Develop project plan (OP:001) (SP)	Develop project plans
Develop a project schedule	Create a project schedule
Assign project roles and responsibilities	Determine team tasks
Identify resources needed for a project (OP:003) (SP)	Identify needs
Manage project costs	Control project costs
Manage project team (MN)	Manage team
Utilize project-management software (SP)	Utilize technology to plan projects
Manage project quality	Discuss the importance of quality management in project management
Communicate project performance to stakeholders	Communicate project information
Apply project-management tools to monitor project progress (OP:002) (SP)	Describe the project control process
Track project progress and results (SP)	Monitor project progress
Explain the impact of risk on business projects	Describe the impact of risk on projects
Document lessons learned from the project	Close a project
Evaluate project results (OP:159) (SP)	Determine project success

Community Colleges

Learning outcomes from several community college syllabi were compiled to create the sample postsecondary *Project Management* course objectives. These community colleges include:

- Oakton Community College, Des Plaines, IL
- Pellissippi State Technical Community College, Knoxville, TN
- South Seattle Community College, Seattle, WA
- Western Nebraska Community College, Scottsbluff, NE

References

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Appendix G

Performance Indicators for English Language Arts
Crosswalked with IRA/NCTE Standards for the
English Language Arts

	MarkED Standards and Performance Indicators	IRA/NCTE Standards for the English Language Arts
Instructional Area	Business Law	
Performance Element	Apply knowledge of business contracts to establish business relationships.	
Performance Indicators	Issue a business contract	
Instructional Area	Communication Skills	
Performance Element	Read to acquire meaning from written material and to apply the information to a task.	
Performance Indicators	Identify sources that provide relevant, valid written material (CO:054) (PQ)	1,7,8
	Extract relevant information from written materials (CO:055) (PQ)	1,8
	Apply written directions to achieve tasks (CO:056) (PQ)	1
	Analyze company resources to ascertain policies and procedures (CO:057) (CS)	1
Performance Element	Apply active listening skills to demonstrate understanding of what is being said.	
Performance Indicators	Explain communication techniques that support and encourage a speaker (CO:082) (PQ)	12
	Follow directions (CO:119) (PQ)	12
	Demonstrate active listening skills (CO:017) (PQ)	12

	MarkED Standards and Performance Indicators	IRA/NCTE Standards for the English Language Arts
Instructional Area	Communication Skills (cont'd)	
Performance Element	Apply verbal skills to obtain and convey information.	
Performance Indicators	Explain the nature of effective verbal communications (CO:147) (PQ) Ask relevant questions (CO:058) (PQ) Interpret others' nonverbal cues (CO:059) (PQ) Provide legitimate responses to inquiries (CO:060) (PQ) Give verbal directions (CO:083) (PQ) Employ communication styles appropriate to target audience (CO:084) (CS) Defend ideas objectively (CO:061) (CS) Handle telephone calls in a businesslike manner (CO:114) (CS) Participate in group discussions (CO:053) (CS) Make oral presentations (CO:025) (SP)	4 12 12 12 4,12 4 4,12 12 4,12 4,12
Performance Element	Record information to maintain and present a report of business activity.	
Performance Indicators	Utilize note-taking strategies (CO:085) (CS) Organize information (CO:086) (CS) Select and use appropriate graphic aids (CO:087) (CS)	5 5 4,5,7,12
Performance Element	Write internal and external business correspondence to convey and obtain information effectively.	
Performance Indicators	Explain the nature of effective written communications (CO:016) (CS) Select and utilize appropriate formats for professional writing (CO:088) (CS) Edit and revise written work consistent with professional standards (CO:089) (CS) Write professional e-mails (CO:090) (CS) Write business letters (CO:133) (CS) Write informational messages (CO:039) (CS) Write inquiries (CO:040) (CS) Write persuasive messages (CO:031) (SP) Write executive summaries (CO:091) (SP) Prepare simple written reports (CO:094) (SP) Prepare complex written reports (CO:009) (MN) Write proposals (CO:062) (MN)	5 4,5,6 4,5,6 4,5,6,12 4,5,6,12 4,5,6,12 4,5,6,12 4,5,6,12 4,5,6,12 4,5,6,7,12 4,5,6,7,12 4,5,6,7,12

	MarkED Standards and Performance Indicators	IRA/NCTE Standards for the English Language Arts
Instructional Area	Communication Skills (cont'd)	
Performance Element	Communicate with staff to clarify workplace objectives.	
Performance Indicators	Explain the nature of staff communication (CO:014) (CS) Choose appropriate channel for workplace communication (CO:092) (CS) Participate in a staff meeting (CO:063) (CS) Provide directions for completing job tasks (CO:139) (SU) Update employees on business and economic trends (CO:172) (SU) Conduct a staff meeting (CO:140) (SU)	4 4 4,5,6,12 4,6,12 4,6,12 4,6,12
Instructional Area	Customer Relations	
Performance Element	Foster positive relationships with customers to enhance company image.	
Performance Indicators	Reinforce service orientation through communication (CR:005) (CS) Respond to customer inquiries (CR:006) (CS) Adapt communication to the cultural and social differences among clients (CR:019) (CS) Interpret business policies to customers/clients (CR:007) (CS)	12 12 9 12
Performance Element	Resolve conflicts with/for customers to encourage repeat business.	
Performance Indicators	Handle difficult customers (CR:009, EI LAP 1) (CS) Handle customer/client complaints (CR:010) (CS)	12 12
Instructional Area	Emotional Intelligence	
Performance Element	Use communication skills to foster open, honest communications.	
Performance Indicators	Explain the nature of effective communications (EI:007) (PQ)	4,5,6

	MarkED Standards and Performance Indicators	IRA/NCTE Standards for the English Language Arts
Instructional Area	Emotional Intelligence (cont'd)	
Performance Element	Use communication skills to influence others.	
Performance Indicators	Persuade others (EI:012) (SP) Demonstrate negotiation skills (EI:062, EI LAP 8) (SP)	4,12 4,12
Performance Element	Manage stressful situations to minimize negative workplace interactions.	
Performance Indicators	Use appropriate assertiveness (EI:008, HR LAP 16) (PQ) Use conflict-resolution skills (EI:015, EI LAP 7) (CS)	4,12 4,12
Performance Element	Implement teamwork techniques to accomplish goals.	
Performance Indicators	Use consensus-building skills (EI:011) (SP) Motivate team members (EI:059) (SP) Encourage team building (EI:044) (SU)	4,12 4,12 4,12
Performance Element	Employ leadership skills to achieve workplace objectives.	
Performance Indicators	Coach others (EI:041) (CS) Recognize/Reward others for their efforts and contributions (EI:014) (SU)	4,12 4,12
Instructional Area	Financial Analysis	
Performance Element	Manage risk to protect a business project's well-being.	
Performance Indicators	Develop a risk management plan for a project (MN)	1,5

	MarkED Standards and Performance Indicators	IRA/NCTE Standards for the English Language Arts
Instructional Area	Human Resources Management	
Performance Element	Implement organizational skills to facilitate others' work efforts.	
Performance Indicators	Assist employees with prioritizing work responsibilities (HR:385) (SU) Delegate work to others (HR:386) (SU) Coordinate efforts of cross-functional teams to achieve project/company goals (HR:387) (SU) Manage collaborative efforts (HR:388) (SU) Harmonize tasks, projects, and employees in the context of business priorities (HR:389) (SU) Schedule employees (MN:044) (SU)	12 12 12 12 12 1,5,12
Performance Element	Staff a business unit to satisfy work demands while adhering to budget constraints.	
Performance Indicators	Screen job applications/résumés (HR:354) (SU) Interview job applicants (HR:355) (SU) Discuss employee compensation (HR:390) (SU) Select and hire new employees (HR:356) (SU) Conduct exit interviews (HR:357) (SU) Dismiss/Fire employees (HR:358) (SU) Maintain human resources records (HR:359) (SU)	1,7 4,7,12 12 7,12 7,12 7,12 5,12
Performance Element	Manage staff growth and development to increase productivity and employee satisfaction.	
Performance Indicators	Orient new employees (HR:360) (CS) Orient new employees (management's role) (HR:361, MN LAP 42) (SU) Coach employees (HR:364) (SU) Maintain ongoing discussion of issues related to compensation (HR:391) (SU) Train staff (HR:392) (SU) Supervise staff (HR:393) (SU) Assess employee performance (HR:368) (SU)	4,12 1,7 4,12 4,12 4,12 4,12 4,12 4,7,12

	MarkED Standards and Performance Indicators	IRA/NCTE Standards for the English Language Arts
Instructional Area	Human Resources Management (cont'd)	
Performance Element	Resolve staff issues/problems to enhance productivity and improve employee relationships.	
Performance Indicators	Handle employee complaints and grievances (HR:366, MN LAP 45) (SU)	4,7,12
Performance Element	Implement talent-acquisition activities to obtain qualified staff.	
Performance Indicators	Administer and interpret employee selection tests (SP) Recruit new employees (MN:017 (SU) Negotiate new-hire's salary/pay (MN:201) (SU)	1,4,5 1,5,8,12 1,4,5
Performance Element	Conduct on-boarding activities to facilitate employee start-up.	
Performance Indicators	Perform post-employment offer activities (SP) Assist with employee relocation (SP)	1,4,5 1,4,5
Performance Element	Determine employee-development needs to foster staff's growth and professional development.	
Performance Indicators	Assess employee skills (SP) Conduct task/process analysis (SP) Assess company's learning needs (SP)	1,4,5 1,5,7 4,5,7
Performance Element	Administer human-resources development activities.	
Performance Indicators	Write training activities (SP) Conduct gap and/or needs analysis to identify human-resources development needs (SP) Implement employee-development program (SP)	4,5 4,5,7 4,5
Performance Element	Control human resources management activities to maintain workforce standards.	
Performance Indicators	Assist with establishment of work rules (SP) Provide feedback on work efforts (MN:130) (SU) Assess employee morale (MN:155) (SU)	4 4 4

	MarkED Standards and Performance Indicators	IRA/NCTE Standards for the English Language Arts
Instructional Area	Human Resources Management (cont'd)	
Performance Element	Build employer-employee relationships to foster productivity.	
Performance Indicators	Assess effectiveness of employee-relations activities (SP)	1,4,5,7
Instructional Area	Information Management	
Performance Element	Use information literacy skills to increase workplace efficiency and effectiveness.	
Performance Indicators	Assess information needs (NF:077) (CS) Obtain needed information efficiently (NF:078) (CS) Evaluate quality and source of information (NF:079) (CS) Apply information to accomplish a task (NF:080) (CS)	7 8 7 12
Performance Element	Utilize information-technology tools to manage and perform work responsibilities.	
Performance Indicators	Demonstrate basic e-mail functions (NF:004) (PQ) Demonstrate basic web-search skills (NF:006) (PQ) Demonstrate basic word processing skills (NF:007) (PQ) Demonstrate basic presentation applications (NF:008) (PQ) Demonstrate collaborative/groupware applications (NF:011) (CS) Demonstrate advanced e-mail functions (SP) Demonstrate advanced web-search skills (SP) Demonstrate advanced word processing skills (SP) Demonstrate advanced presentation applications (SP) Create and post basic web page (NF:042) (SP) Support and maintain a multimedia website (SP) Create a web page for business applications (SP) Create a website for business applications (MN)	1,5 1,8 1,4,5,12 1,5,8,12 1,8,12 1,5,12 1,8 1,4,5,12 1,5,8,12 1,4,5,12 1,4,5,12 1,4,5,12 1,4,5,12

	MarkED Standards and Performance Indicators	IRA/NCTE Standards for the English Language Arts
Instructional Area	Information Management (cont'd)	
Performance Element	Maintain business records to facilitate business operations.	
Performance Indicators	Describe the nature of business records (NF:001, NF LAP 1) (SP) Maintain customer records (NF:002) (SP) Maintain customer database (IM:231) (SP)	1 5 5,8
Performance Element	Acquire information to guide business decision-making.	
Performance Indicators	Monitor internal records for business information (NF:014) (SP) Conduct an environmental scan to obtain business information (NF:015) (SP) Identify the management information requirements of an organization (MN)	7,8 7 1,7
Performance Element	Utilize a human resources information system to increase organizational efficiency.	
Performance Indicators	Explain the nature and scope of risk management information systems (RMIS) (MN)	8
Instructional Area	Operations	
Performance Element	Troubleshoot problems with office equipment to make repairs and/or to obtain technical support.	
Performance Indicators	Follow manufacturer's written procedures to fix technical problem (CS) Obtain technical support services (CS)	1 4,12
Performance Element	Utilize project management processes to plan a business project.	
Performance Indicators	Prepare a project scope statement for a project (SP) Develop a project charter (SP) Develop project plan (OP:001) (SP)	1,5,7 1,5 1,5

	MarkED Standards and Performance Indicators	IRA/NCTE Standards for the English Language Arts
Instructional Area	Operations (cont'd)	
Performance Element	Develop requirements and solutions to improve business processes, performance, or people.	
Performance Indicators	Elicit requirements from stakeholders (SP)	1,4,5
Performance Element	Utilize project management processes to control and carry out a business project.	
Performance Indicators	Communicate project performance to stakeholders (SP)	1,4,5
Performance Element	Utilize project management processes to conclude a business project.	
Performance Indicators	Document lessons learned from the project (SP)	1,4,5,7
Performance Element	Implement purchasing activities to obtain business supplies, equipment, and services.	
Performance Indicators	Manage the bid process in purchasing (OP:160) (SP)	1,4,5
Performance Element	Manage purchasing activities to obtain the best service/product at the least cost.	
Performance Indicators	Develop lists of sources (e.g., approved, preferred, partnered, certified, disqualified) (SP) Conduct vendor/supplier search (SP) Negotiate terms with vendors (SP)	1,5 1,4,7 1,4,5
Instructional Area	Professional Development	
Performance Element	Participate in career-planning to enhance job-success potential.	
Performance Indicators	Identify sources of career information (PD:022) (CS)	1,7,8

	MarkED Standards and Performance Indicators	IRA/NCTE Standards for the English Language Arts
Instructional Area	Professional Development (cont'd)	
Performance Element	Implement job-seeking skills to obtain employment.	
Performance Indicators	Utilize job-search strategies (PD:026) (PQ) Complete a job application (PD:027) (PQ) Interview for a job (PD:028) (PQ) Write a follow-up letter after job interviews (PD:029) (CS) Write a letter of application (PD:030) (CS) Prepare a résumé (PD:031) (CS)	1,7,8 1,5 4,12 4,5,6 4,5,6 4,5,6
Performance Element	Explore professional development opportunities to enhance skills needed in human resources management.	
Performance Indicators	Utilize human resources publications (e.g., books, periodicals, newsletters) to update human-resources skills (SP)	1,7
Performance Element	Explore professional development opportunities to enhance operations-management skills.	
Performance Indicators	Utilize operations-management publications (e.g., books, periodicals, newsletters) to update skills (SP)	1,7
Performance Element	Adhere to a professional code of ethics to guide business decisions.	
Performance Indicators	Discuss factors to consider in developing a managerial code of ethics (MN) Utilize an established professional code of ethics (MN)	5,7 4
Instructional Area	Strategic Management	
Performance Element	Recognize international business management's role to understand its contribution to business success.	
Performance Indicators	Discuss factors that impact the application of management styles in foreign countries (MN)	1,7

	MarkED Standards and Performance Indicators	IRA/NCTE Standards for the English Language Arts
Instructional Area	Strategic Management (cont'd)	
Performance Element	Utilize planning tools to guide organization's/ department's activities.	
Performance Indicators	Develop company goals/objectives (SM:008) (ON) Define business mission (SM:009) (ON) Develop action plans (SM:012) (ON) Develop business plan (SM:013) (ON)	1,5,7 1,5,7 1,5,7 1,5,7,12
Performance Element	Position organization to acquire desired business image.	
Performance Indicators	Position a business to gain a competitive advantage (MN)	1,4,5,7
Performance Element	Control an organization's/department's activities to encourage growth and development.	
Performance Indicators	Conduct an organizational SWOT (SM:010) (ON) Identify a business's core competencies (ON)	1,4,5,7
Instructional Area	Knowledge Management	
Performance Element	Use knowledge management strategies to improve the performance and competitive advantage of an organization.	
Performance Indicators	Determine factors causing loss of organizational knowledge (MN) Implement knowledge-management strategies (MN)	7 4
Instructional Area	Marketing-Information Management	
Performance Element	Acquire foundational knowledge of marketing-information management to understand its nature and scope.	
Performance Indicators	Identify information monitored for marketing decision making (IM:184) (SP)	1,7

	MarkED Standards and Performance Indicators	IRA/NCTE Standards for the English Language Arts
Instructional Area	Marketing-Information Management (cont'd)	
Performance Element	Understand marketing-research activities to show command of their nature and scope.	
Performance Indicators	Explain the nature of marketing research (IM:010) (SP) Discuss the nature of marketing-research problems/issues (IM:282) (SP)	1,7 1,7
Performance Element	Understand marketing-research design considerations to evaluate their appropriateness for the research problem/issue.	
Performance Indicators	Describe methods used to design marketing-research studies (i.e., descriptive, exploratory, and causal) (IM:284) (SP) Describe options businesses use to obtain marketing-research data (i.e., primary and secondary research) (IM:281) (SP)	1 1
Instructional Area	Promotion	
Performance Element	Utilize a website to promote business/product.	
Performance Indicators	Maintain/Update business website (PM:113) (SP)	1,5,8
Performance Element	Evaluate advertising copy strategies that can be used to create interest in advertising messages.	
Performance Indicators	Identify effective advertising headlines (PR:330) (SP) Describe copy strategies (PR:126) (SP) Discuss the nature of effective direct-marketing copy (PR:294) (SP) Describe the nature of effective Internet ad copy (PR:279) (SP) Explain the nature of effective mobile ad copy (PR:318) (SP) Identify promotional messages that appeal to targeted markets (PR:332) (SP) Assess content in digital media (PR:262) (MN)	1 1 1 1 1 1 1,7

	MarkED Standards and Performance Indicators	IRA/NCTE Standards for the English Language Arts
Instructional Area	Promotion (cont'd)	
Performance Element	Assess advertisements to ensure achievement of marketing communications goals/objectives.	
Performance Indicators	Evaluate targeted e-mails (PR:310) (MN) Assess e-newsletter (PR:264) (MN)	1 1
Performance Element	Assess advertisements to ensure achievement of marketing communications goals/objectives.	
Performance Indicators	Check advertising proofs (PR:130) (SP)	1
Performance Element	Manage media planning and placement to enhance return on marketing investment.	
Performance Indicators	Read media schedule (PR:348) (SP)	1
Performance Element	Manage promotional activities to maximize return on promotional efforts.	
Performance Indicators	Explain the nature of a promotional plan (PR:073) (SP)	1
Performance Element	Understand the relationship between promotion and consumer behavior to communicate to targeted audiences.	
Performance Indicators	Explain the credibility of sources of consumer communications (SP)	1,7
Instructional Area	Risk Management	
Performance Element	Use risk management techniques to plan for potentially damaging events.	
Performance Indicators	Explain the nature and scope of a company's risk management manual (MN) Discuss features of contingency plans (e.g., disaster recovery, crisis management, business continuity, etc.) (MN)	1 1

	MarkED Standards and Performance Indicators	IRA/NCTE Standards for the English Language Arts
Instructional Area	Selling	
Performance Element	Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer.	
Performance Indicators	Acquire product information for use in selling (SE:062) (CS) Analyze product information to identify product features and benefits (SE:109, SE LAP 113) (SP)	1 1,5

Appendix H

Performance Indicators for Social Science
Crosswalked with NCEE and NCSS Curriculum Standards for
Economics and Social Studies

	MarkED Standards and Performance Indicators	NCEE Standards¹ (Economics)	NCSS Curriculum Standards²
Instructional Area	Business Law		
Performance Element	Acquire foundational knowledge of business laws and regulations to understand their nature and scope.		
Performance Indicators	Discuss the nature of law and sources of law in the United States (BL:067) (SP) Describe the United States' judicial system (BL:068) (SP) Discuss the nature of the United States Constitution (SP) Describe legal issues affecting businesses (BL:001) (SP)		6,10 5,6 6 5,6
Performance Element	Understand the civil foundations of the legal environment of business to demonstrate knowledge of contracts.		
Performance Indicators	Distinguish between torts and crimes (SP) Describe crimes affecting businesses (SP) Identify the basic torts relating to business enterprises (BL:069) (SP) Describe unfair business practices (SP) Describe the nature of legally binding contracts (BL:002) (SP) Explain the nature of contract exclusivity (BL:050) (SP) Discuss the nature of contract suspensions (SP) Explain the nature of contract terminations (SP)	CS10	6,10 5,6,10 6,10 5,6,10 6.10 6 6 6

¹ NCEE is the National Council of Economic Education that published the Voluntary Economic Standards.

² NCSS is the National Council for the Social Studies that published the Expectations of Excellence: Curriculum Standards for Social Studies.

	MarkED Standards and Performance Indicators	NCEE Standards (Economics)	NCSS Curriculum Standards
Instructional Area	Business Law (cont'd)		
Performance Element	Explore the regulatory environment of United States' businesses to understand the diversity of regulations.		
Performance Indicators	Describe the nature of legal procedure (BL:070) (SP) Discuss the nature of debtor-creditor relationships (BL:071) (SP) Discuss the nature of agency relationships (BL:072) (SP) Discuss the nature of bankruptcy law (SP) Discuss the nature of environmental law (BL:073) (SP) Discuss the role of administrative law (BL:074) (SP) Describe the nature of the Uniform Commercial Code (UCC) (SP) Describe methods used to protect intellectual property (BL:051) (SP) Discuss the impact of the Internet on business law (SP) Describe the nature of product liability law (SP)		5,10 5.6,10 5,6 5,6 3,6,10 6 5,6 5,6 5.6.8 5,6
Performance Element	Understand human-resources laws and regulations to facilitate business operations		
Performance Indicators	Explain unfair labor practices (SP) Explain the nature of human resources regulations (BL:007) (SU) Explain the nature of workplace regulations (including OSHA, ADA) (BL:008) (SU) Discuss employment relationships (BL:075) (SU)		3,5,6 3,5,6 5,6 5,6
Performance Element	Apply knowledge of business ownership to establish and continue business operations.		
Performance Indicators	Explain types of business ownership (BL:003, BA LAP 7) (CS) Select form of business ownership (BL:006, BA LAP 9) (ON)	CS10 CS10	

	MarkED Standards and Performance Indicators	NCEE Standards (Economics)	NCSS Curriculum Standards
Instructional Area	Business Law (cont'd)		
Performance Element	Acquire knowledge of commerce laws and regulations to continue business operations.		
Performance Indicators	Explain the nature of trade regulations (BL:004) (MN) Describe the impact of anti-trust legislation (BL:076) (MN)	CS16 CS16	5,6,9 6
Performance Element	Understand regulation of accounting to adhere to government requirements.		
Performance Indicators	Discuss the impact of the Sarbanes-Oxley Act of 2002 on accounting (SP) Describe the role of the Securities and Exchange Commission (SEC) in regulating the accounting industry (SP) Discuss state regulation of the accounting industry (SP)		5,6 5,6 5,6
Performance Element	Understand laws regulating the vendor/supplier bidding process to facilitate business operations.		
Performance Indicators	Discuss regulations that affect the vendor/supplier bidding process (SP)		6
Instructional Area	Customer Relations		
Performance Element	Foster positive relationships with customers to enhance company image.		
Performance Indicators	Adapt communication to the cultural and social differences among clients (CR:019) (CS)		1

	MarkED Standards and Performance Indicators	NCEE Standards (Economics)	NCSS Curriculum Standards
Instructional Area	Economics		
Performance Element	Understand fundamental economic concepts to obtain a foundation for employment in business.		
Performance Indicators	Distinguish between economic goods and services (EC:002, EC LAP 10) (CS) Explain the concept of economic resources (EC:003, EC LAP 14) (CS) Describe the concepts of economics and economic activities (EC:001, EC LAP 6) (CS) Determine economic utilities created by business activities (EC:004, EC LAP 13) (CS) Explain the principles of supply and demand (EC:005, EC LAP 11) (CS) Describe the functions of prices in markets (EC:006, EC LAP 12) (CS)	CS1 CS1,3,11,13 CS1,2,3,5,13,15,18 CS7,8 CS7,8	7 7 7 7 7
Performance Element	Understand the nature of business to show its contributions to society.		
Performance Indicators	Explain the role of business in society (EC:070, MB LAP 6) (CS) Discuss the global environment in which businesses operate (EC:104) (SP) Describe factors that affect the business environment (EC:105) (SP) Explain the nature of business ethics (EC:106) (SP) Explain how organizations adapt to today's markets (EC:107) (SP)	CS10 CS5 CS7	3,5,7 9 3,7 10 5

	MarkED Standards and Performance Indicators	NCEE Standards (Economics)	NCSS Curriculum Standards
Instructional Area	Economics (cont'd)		
Performance Element	Understand economic systems to be able to recognize the environments in which businesses function.		
Performance Indicators	Explain the types of economic systems (EC:007, EC LAP 17) (CS) Explain the concept of private enterprise (EC:009, EC LAP 15) (CS) Identify factors affecting a business's profit (EC:010, EC LAP 2) (CS) Determine factors affecting business risk (EC:011, EC LAP 3) (CS) Explain the concept of competition (EC:012, EC LAP 8) (CS) Determine the impact of small business/ entrepreneurship on market economies (EC:065) (CS)	CS3 CS3 CS4,14 CS4,14 CS9 CS9,14	7 7 7 7 7 7
Performance Element	Acquire knowledge of the impact of government on business activities to make informed economic decisions.		
Performance Indicators	Determine the relationship between government and business (EC:008, EC LAP 16) (CS) Describe the nature of taxes (EC:072) (SP)	CS10,16 CS14	5,6,7 6
Performance Element	Analyze cost/profit relationships to guide business decision-making.		
Performance Indicators	Explain the concept of productivity (EC:013, EC LAP 18) (CS) Analyze impact of specialization/division of labor on productivity (EC:014, EC LAP 7) (SP) Explain the concept of organized labor and business (EC:015, EC LAP 5) (SP) Explain the impact of the law of diminishing returns (EC:023) (SP)	CS6,15 CS6 CS10 CS2	7 5,7 5 7

	MarkED Standards and Performance Indicators	NCEE Standards (Economics)	NCSS Curriculum Standards
Instructional Area	Economics (cont'd)		
Performance Element	Understand economic indicators to recognize economic trends and conditions.		
Performance Indicators	Discuss the measure of consumer spending as an economic indicator (EC:081) (SP) Describe the economic impact of inflation on business (EC:083) (SP) Explain the concept of Gross Domestic Product (GDP) (EC:017, EC LAP 1) (SP) Discuss the impact of a nation's unemployment rates (EC:082) (SP) Explain the economic impact of interest-rate fluctuations (EC:084) (SP) Determine the impact of business cycles on business activities (EC:018, EC LAP 9) (SP)	CS12,19 CS12,19 CS13,15,18 CS12,19 CS12	7 7 7 7 7 7
Performance Element	Determine global trade's impact on business decision-making.		
Performance Indicators	Explain the nature of global trade (EC:016, EC LAP 4) (SP) Describe the determinants of exchange rates and their effects on the domestic economy (EC:100) (SP) Discuss the impact of cultural and social environments on global trade (EC:045) (SP)	CS5,6,17 CS7	9 9 1,9
Instructional Area	Emotional Intelligence		
Performance Element	Identify with others' feelings, needs, and concerns to enhance interpersonal relations.		
Performance Indicators	Exhibit cultural sensitivity (EI:033) (CS)		1,3

	MarkED Standards and Performance Indicators	NCEE Standards (Economics)	NCSS Curriculum Standards
Instructional Area	Emotional Intelligence (cont'd)		
Performance Element	Manage internal and external business relationships to foster positive interactions.		
Performance Indicators	<p>Explain the impact of political relationships within an organization (EI:034) (SP)</p> <p>Discuss the nature of organizational behavior (SP)</p> <p>Discuss the impact of organizational culture on organizational behavior (SP)</p> <p>Describe the impact of organizational conflict (SP)</p> <p>Explain the impact of business customs and practices on global trade (SP)</p> <p>Describe the nature of business customs and practices in the North American market (SP)</p> <p>Explain the nature of business customs and practices in Europe (SP)</p> <p>Explain the nature of business customs and practices in Latin America (SP)</p> <p>Describe the nature of business customs and practices in the Pacific Rim (SP)</p> <p>Discuss the nature of business customs and practices in the Middle East (SP)</p> <p>Describe the nature of business customs and practices in South Asia (SP)</p>		<p>5,6</p> <p>5,6</p> <p>5,6</p> <p>5</p> <p>1,9</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>

	MarkED Standards and Performance Indicators	NCEE Standards (Economics)	NCSS Curriculum Standards
Instructional Area	Financial Analysis		
Performance Element	Understand the fundamental principles of money needed to make financial exchanges.		
Performance Indicators	Explain forms of financial exchange (cash, credit, debit, electronic funds transfer, etc.) (FI:058) (PQ) Identify types of currency (paper money, coins, banknotes, government bonds, treasury notes, etc.) (FI:059) (PQ) Describe functions of money (medium of exchange, unit of measure, store of value) (FI:060) (PQ) Describe sources of income (wages/salaries, interest, rent, dividends, transfer payments, etc.) (FI:061) (PQ)	CS11 CS11 CS11	
Performance Element	Acquire a foundational knowledge of accounting to understand its nature and scope.		
Performance Indicators	Explain legal considerations for accounting (FI:353) (SP)		6
Instructional Area	Human Resources Management		
Performance Element	Administer human-resources development activities.		
Performance Indicators	Describe expatriation and repatriation issues and practices		1,4,5
Instructional Area	Information Management		
Performance Element	Acquire a foundational knowledge of information management to understand its nature and scope.		
Performance Indicators	Explain legal issues associated with information management (NF:076) (SP)		6

	MarkED Standards and Performance Indicators	NCEE Standards (Economics)	NCSS Curriculum Standards
Instructional Area	Operations		
Performance Element	Abide by risk management policies and procedures for technology to minimize loss.		
Performance Indicators	Adhere to laws pertaining to computer crime, fraud, and abuse (CS)		6
Instructional Area	Strategic Management		
Performance Element	Recognize international business management's role to understand its contribution to business success.		
Performance Indicators	Discuss factors that impact the application of management styles in foreign countries (MN)		1,4,6
Instructional Area	Channel Management		
Performance Element	Acquire foundational knowledge of channel management to understand its role in marketing.		
Performance Indicators	Explain legal considerations in channel management (CM:005) (SP)		6
Instructional Area	Knowledge Management		
Performance Element	Acquire a foundational understanding of knowledge management to understand its nature and scope.		
Performance Indicators	Explain legal considerations for knowledge management (SP)		6

	MarkED Standards and Performance Indicators	NCEE Standards (Economics)	NCSS Curriculum Standards
Instructional Area	Marketing-Information Management		
Performance Element	Acquire foundational knowledge of marketing-information management to understand its nature and scope.		
Performance Indicators	Describe the regulation of marketing-information management (IM:419) (SP)		6
Instructional Area	Pricing		
Performance Element	Develop a foundational knowledge of pricing to understand its role in marketing.		
Performance Indicators	Explain legal considerations for pricing (PI:017) (SP)		6
Instructional Area	Product/Service Management		
Performance Element	Apply quality assurances to enhance product/service offerings.		
Performance Indicators	Identify consumer protection provisions of appropriate agencies (PM:017, PP LAP 7) (SP)		5,6
Instructional Area	Promotion		
Performance Element	Acquire a foundational knowledge of promotion to understand its nature and scope.		
Performance Indicators	Describe the regulation of promotion (PR:101) (SP)		6

	MarkED Standards and Performance Indicators	NCEE Standards (Economics)	NCSS Curriculum Standards
Instructional Area	Risk Management		
Performance Element	Acquire a foundational understanding of risk management to demonstrate knowledge of its nature and scope.		
Performance Indicators	Discuss legal considerations affecting risk management (MN)		6
Performance Element	Use risk management techniques to plan for potentially damaging events.		
Performance Indicators	Discuss economic causes of business risks (e.g., inflation, interest rates, economic growth rates, etc.) (MN)		7
Instructional Area	Selling		
Performance Element	Acquire a foundational knowledge of selling to understand its nature and scope.		
Performance Indicators	Describe the nature of selling regulations (SE:108) (SP)		6

Appendix I

Performance Indicators for Mathematics

*(Math crosswalk to be shipped separately upon completion
when crosswalked with NCTM curriculum standards
by math and business/marketing teachers.)*

Instructional Area	Business Law
Performance Element	Apply knowledge of business contracts to establish business relationships.
Performance Indicators	Issue a business contract (MN)
Instructional Area	Customer Relations
Performance Element	Support sales activities to encourage repeat business.
Performance Indicators	Process customer orders (CS) Process customer returns (CS)
Instructional Area	Economics
Performance Element	Understand economic systems to be able to recognize the environments in which businesses function.
Performance Indicators	Identify factors affecting a business's profit (EC:010, EC LAP 2) (CS)
Performance Element	Analyze cost/profit relationships to guide business decision-making.
Performance Indicators	Explain the concept of productivity (EC:013, EC LAP 18) (CS)
Instructional Area	Financial Analysis
Performance Element	Understand the fundamental principles of money needed to make financial exchanges.
Performance Indicators	Explain the time value of money (FI:062) (CS) Explain the purposes and importance of credit (FI:002, FI LAP 2) (CS)
Performance Element	Analyze financial needs and goals to determine financial requirements.
Performance Indicators	Explain the nature of financial needs (e.g., college, retirement, wills, insurance, etc.) (FI:064) (CS) Explain the need to save and invest (CS) Set financial goals (FI:065) (CS) Develop personal budget (FI:066) (CS)

Instructional Area	Financial Analysis (cont'd)
Performance Element	Manage personal finances to achieve financial goals.
Performance Indicators	<p>Explain the nature of tax liabilities (FI:067) (PQ)</p> <p>Interpret a pay stub (FI:068) (PQ)</p> <p>Prepare bank account documents (e.g., checks, deposit/withdrawal slips, endorsements, etc.) (PQ)</p> <p>Maintain financial records (FI:069) (PQ)</p> <p>Read and reconcile bank statements (FI:070) (PQ)</p> <p>Discuss the advantages and disadvantages of renting versus buying property (CS)</p> <p>Demonstrate the wise use of credit (FI:071) (CS)</p> <p>Prepare personal income tax forms (i.e., 1040 EZ form) (FI:075) (CS)</p>
Performance Element	Identify potential business threats and opportunities to protect a business's financial well-being.
Performance Indicators	<p>Obtain insurance coverage (FI:082) (ON)</p> <p>Protect assets from creditors (BA:247) (MN)</p>
Performance Element	Acquire a foundational knowledge of accounting to understand its nature and scope.
Performance Indicators	<p>Explain the concept of accounting (FI:085, FI LAP 5) (CS)</p>
Performance Element	Implement accounting procedures to track money flow and to determine financial status.
Performance Indicators	<p>Describe the nature of cash flow statements (FI:091, FI LAP 6) (SP)</p> <p>Prepare cash flow statements (FI:092) (MN)</p> <p>Explain the nature of balance sheets (FI:093) (SP)</p> <p>Prepare balance sheets (MN)</p> <p>Describe the nature of income statements (FI:094, FI LAP 4) (SP)</p> <p>Prepare income statements (MN)</p> <p>Prepare a statement of equity and retained earnings (MN)</p>

Instructional Area	Financial Analysis (cont'd)
Performance Element	Manage financial resources to ensure solvency.
Performance Indicators	<p>Describe the nature of budgets (FI:106, FI LAP 3) (SP)</p> <p>Discuss the use of financial ratios in accounting (SP)</p> <p>Calculate financial ratios (FI:097) (MN)</p> <p>Describe types of financial statement analysis (e.g., ratio analysis, trend analysis, etc.) (SP)</p> <p>Interpret financial statements (FI:102) (MN)</p> <p>Determine relationships among total revenue, marginal revenue, output, and profit (FI:358) (MN)</p> <p>Develop company's/department's budget (FI:099) (MN)</p> <p>Forecast sales (FI:096, IM LAP 4) (MN)</p> <p>Spot problems in/issues with financial statements (MN)</p> <p>Maintain record of daily financial transactions (BA:235) (SP)</p> <p>Record and report sales tax (BA:096) (MN)</p> <p>Determine and deposit payroll taxes (BA:255) (MN)</p> <p>Implement procedures for managing debt (MN:206) (MN)</p> <p>Analyze cash-flow patterns (MN:099) (MN)</p>
Performance Element	Classify, record, and summarize data to produce needed financial information.
Performance Indicators	<p>Demonstrate the effects of transactions on the accounting equation (CS)</p> <p>Prepare a chart of accounts (CS)</p> <p>Record transactions in a general journal (CS)</p> <p>Post journal entries to general ledger accounts (CS)</p> <p>Prepare a trial balance (CS)</p> <p>Journalize and post adjusting entries (CS)</p> <p>Journalize and post closing entries (CS)</p> <p>Prepare a post-closing trial balance (CS)</p> <p>Prepare work sheets (SP)</p> <p>Project future revenues and expenses (MN)</p> <p>Apply bankruptcy prediction models (MN)</p>
Performance Element	Maintain cash controls to track cash flow.
Performance Indicators	<p>Prove cash (CS)</p> <p>Journalize/post entries to establish and replenish petty cash (CS)</p> <p>Journalize/post entries related to banking activities (CS)</p> <p>Prepare bank deposits (CS)</p> <p>Prepare purchase requisitions (CS)</p> <p>Prepare purchase orders (CS)</p> <p>Prepare sales slips (CS)</p> <p>Prepare invoices (CS)</p> <p>Prepare vouchers (CS)</p> <p>Record transactions using a voucher system (CS)</p>

Instructional Area	Financial Analysis (cont'd)
Performance Element	Perform specialized accounting procedures to track cash flow.
Performance Indicators	Analyze accounting records to make business decisions (MN)
Performance Element	Utilize cost accounting methods to track, record, and analyze business costs.
Performance Indicators	Maintain job order cost sheets (SP) Calculate the cost of goods sold (SP) Determine the cost of inventory (SP) Compute overhead rates (SP) Apply overhead to jobs (MN) Conduct cost-volume-profit analysis (MN) Develop standard variable costs for a product (MN) Calculate variances (MN) Conduct variance analysis (MN) Perform cost allocation functions (MN) Prepare cost of production reports (MN)
Performance Element	Prepare budget reports to make business decisions.
Performance Indicators	Demonstrate budgeting software applications (SP) Process preliminary budget detail (MN) Prepare budget reports (MN) Determine relevant cost and revenue data for decision-making purposes (MN)
Performance Element	Manage risk to protect a business project's well-being.
Performance Indicators	Develop a risk management plan for a project (MN)
Instructional Area	Human Resources Management
Performance Element	Implement organizational skills to facilitate others' work efforts.
Performance Indicators	Coordinate efforts of cross-functional teams to achieve project/company goals (HR: 387) (SU) Harmonize tasks, projects, and employees in the context of business priorities (HR:389) (SU) Plan and organize the work efforts of others (MN:723) (SU) Schedule employees (MN:044) (SU)

Instructional Area	Human Resources Management (cont'd)
Performance Element	Staff a business unit to satisfy work demands while adhering to budget constraints.
Performance Indicators	Determine hiring needs (HR:353) (SU)
Performance Element	Manage staff growth and development to increase productivity and employee satisfaction.
Performance Indicators	Assess employee performance (HR:368) (SU)
Performance Element	Plan talent-acquisition activities to guide human resources management decision-making.
Performance Indicators	Describe planning techniques used in the hiring process (e.g., succession planning, forecasting, etc.) (SP)
Performance Element	Implement talent-acquisition activities to obtain qualified staff.
Performance Indicators	Administer and interpret employee selection tests (SP) Negotiate new-hire's salary/pay (MN:201) (SU)
Performance Element	Build employer-employee relationships to foster productivity.
Performance Indicators	Assess effectiveness of employee-relations activities (SP)
Performance Element	Analyze compensation functions to meet employee expectations and to remain competitive with other employers.
Performance Indicators	Identify emerging compensation issues (SP)
Performance Element	Select compensation system to match management's goals and attract employees.
Performance Indicators	Pay employees (MN:214) (MN)

Instructional Area	Information Management
Performance Element	Utilize information-technology tools to manage and perform work responsibilities.
Performance Indicators	<p>Demonstrate basic database applications (NF:009) (PQ)</p> <p>Demonstrate basic spreadsheet applications (NF:010) (PQ)</p> <p>Demonstrate advanced database applications (SP)</p> <p>Demonstrate advanced spreadsheet applications (SP)</p> <p>Demonstrate advanced graph and chart applications</p> <p>Utilize project-management software (SP)</p> <p>Create and post basic web page (NF:042) (SP)</p> <p>Create a web page for business applications (SP)</p> <p>Establish specifications for selecting hardware/software systems (NF:091) (MN)</p> <p>Determine venture's information technology needs (NF:012) (MN)</p> <p>Identify strategies for protecting business's website (OP:123) (MN)</p> <p>Create a website for business applications (MN)</p>
Performance Element	Acquire information to guide business decision-making.
Performance Indicators	Interpret statistical findings (NF:093) (SP)
Performance Element	Facilitate computer system operations to enhance usability.
Performance Indicators	Support and maintain a multimedia website (SP)
Performance Element	Create and access databases to acquire information for business decision-making.
Performance Indicators	<p>Access information in the database system (SP)</p> <p>Build data in a data warehouse (SP)</p> <p>Create a meaningful data set (SP)</p> <p>Manipulate data in the database management system (SP)</p> <p>Analyze company's data requirements (SP)</p> <p>Design a database to meet business requirements (SP)</p>
Performance Element	Apply data mining methods to acquire pertinent information for business decision-making.
Performance Indicators	<p>Data mine business records for management information (SP)</p> <p>Interpret data mining findings (SP)</p>

Instructional Area	Information Management (cont'd)
Performance Element	Understand the role and function of management information systems to obtain a foundational knowledge of their nature and scope.
Performance Indicators	Discuss the nature and scope of management information systems (SP) Explain the role of ethics in management information systems (SP) Describe factors that impact the usability of management information systems (e.g., timeliness, accuracy, relevancy, etc.) (SP)
Performance Element	Utilize technology to support business strategies and operations.
Performance Indicators	Align technology with business needs (MN)
Instructional Area	Operations
Performance Element	Implement purchasing activities to obtain business supplies, equipment and services.
Performance Indicators	Place orders/reorders (OP:016) (CS) Maintain inventory of supplies (OP:031) (CS) Manage the bid process in purchasing (OP:160) (SP) Select vendors (OP:161) (SP) Evaluate vendor performance (OP:162) (SP)
Performance Element	Acquire knowledge of organizational requirements to properly handle purchase requisitions.
Performance Indicators	Discuss priority procedures used by businesses for purchases (SP) Explain budgetary procedures for purchase requisitions (MN)
Performance Element	Manage purchasing activities to obtain the best service/product at the least cost.
Performance Indicators	Negotiate terms with vendors (SP) Establish bid specifications (MN)
Performance Element	Implement quality-control processes to minimize errors and to expedite workflow.
Performance Indicators	Utilize quality control methods at work (OP:164) (SP)

Instructional Area	Operations (cont'd)
Performance Element	Utilize project management processes to plan a business project.
Performance Indicators	Develop a work breakdown structure (SP) Develop a project schedule (SP) Identify resources needed for a project (OP:003) (SP) Develop project plan (OP:001) (SP)
Performance Element	Develop requirements and solutions to improve business processes, performance, or people.
Performance Indicators	Plan the requirements development process (SP) Validate requirements (SP)
Performance Element	Utilize project management processes to control and carry out a business project.
Performance Indicators	Apply project-management tools to monitor project progress (OP:002) (SP) Coordinate schedules and activities (SP) Track project progress and results (SP) Establish integrated change control measures (MN) Manage the project procurement process (MN) Manage project schedule (MN) Manage project costs (MN)
Performance Element	Utilize project management processes to minimize business project errors and expedite workflow.
Performance Indicators	Determine the quality control standards relevant to the project (MN) Manage project quality (MN)
Performance Element	Utilize project management processes to conclude a business project.
Performance Indicators	Evaluate project results (OP:159) (SP)
Performance Element	Plan the production of a product/service to facilitate business operations.
Performance Indicators	Create a master production schedule (MN) Evaluate the effectiveness and efficiency of a production schedule (MN)

Instructional Area	Operations (cont'd)
Performance Element	Manage quality-control processes to minimize errors and to expedite workflow.
Performance Indicators	Determine reliability factors impacting the quality of a product/service (SP) Test product/services for quality (SP) Establish efficient operating systems (OP:022) (MN)
Performance Element	Adjust the work capacity of an organization to meet predicted demands.
Performance Indicators	Discuss the nature of capacity planning (SP)
Performance Element	Implement expense-control strategies to enhance a business's financial wellbeing.
Performance Indicators	Control use of supplies (OP:026) (SU)
Instructional Area	Professional Development
Performance Element	Acquire self-development skills to enhance relationships and improve efficiency in the work environment.
Performance Indicators	Set personal goals (PD:018, HR LAP 6) (CS)
Performance Element	Understand the fundamentals of cost accounting to obtain a foundation for employment in the accounting industry.
Performance Indicators	Explain the nature of managerial cost accounting (e.g., activities, costs, cost drivers, etc.) (SP) Discuss the use of cost-volume-profit analysis (SP) Discuss cost accounting systems (e.g., job order costing, process costing, activity-based costing [ABC], project costing, etc.) (SP) Explain the nature of cost accounting decision making (SP) Discuss the nature of cost accounting budgets (SP) Discuss the use of variance analysis for cost accounting (SP) Discuss the nature of cost allocation (SP)
Instructional Area	Strategic Management
Performance Element	Utilize planning tools to guide organization's/department's activities.
Performance Indicators	Develop action plans (SM:012) (ON) Develop business plan (SM:013) (ON)

Instructional Area	Strategic Management (cont'd)
Performance Element	Control an organization's/department's activities to encourage growth and development.
Performance Indicators	<p>Evaluate productivity of resources (MN:203) (MN)</p> <p>Analyze business processes and procedures (MN:202) (MN)</p> <p>Evaluate individual department's contribution to organizational effectiveness (MN)</p> <p>Identify and benchmark key performance indicators (e.g., dashboards, scorecards, etc.) (SM:027) (MN)</p> <p>Analyze operating results in relation to budget/industry (SM:005) (MN)</p> <p>Track performance of business plan (SM:006) (MN)</p> <p>Interpret internal information for strategic planning (e.g., financial/accounting, marketing, operations, human resources, information technology, and individual employee data) (MN)</p> <p>Assess company's strategic-planning processes (MN)</p> <p>Evaluate the effectiveness of business strategies (MN)</p> <p>Determine alternative actions to take when goals are not being met (MN)</p>
Performance Element	Devise business strategies to aid in the development and success of an organization.
Performance Indicators	Develop functional strategies (e.g., marketing, finance, operations, human resources, research and development) (MN)
Performance Element	Position organization to acquire desired business image.
Performance Indicators	<p>Determine a business's potential to gain a competitive advantage (MN)</p> <p>Position a business to gain a competitive advantage (MN)</p>
Performance Element	Analyze business diversification options to aid in corporate growth and development.
Performance Indicators	Evaluate opportunities for potential company changes (MN)
Instructional Area	Financial-Information Management
Performance Element	Utilize financial information technology tools to manage financial information and perform work responsibilities.
Performance Indicators	<p>Demonstrate financial analysis applications (SP)</p> <p>Demonstrate advanced database applications (SP)</p>

Instructional Area	Financial-Information Management (cont'd)
Performance Element	Utilize technology to record and analyze accounting transactions.
Performance Indicators	Data mine accounting records for financial information (SP)
Instructional Area	Marketing-Information Management
Performance Element	Utilize management-information technology to gather needed marketing information.
Performance Indicators	Maintain customer database (IM:231) (SP)
Instructional Area	Promotion
Performance Element	Utilize a website to promote business/product.
Performance Indicators	Maintain/Update business website (PM:113) (SP)
Instructional Area	Risk Management
Performance Element	Use risk management techniques to plan for potentially damaging events.
Performance Indicators	Select risk management strategies (MN) Develop a risk management program (MN) Evaluate a risk management program (MN)

Instructional Area	Risk Management (cont'd)
Performance Element	Manage risk to protect a business's well-being.
Performance Indicators	<ul style="list-style-type: none">Discuss the nature of risk measurement (SP)Measure risk (MN)Explain the nature of interest rate risk (SP)Manage interest rate risk (MN)Discuss the use of derivatives in financial risk management (MN)Evaluate the risks of derivatives (MN)Assess business's potential to expand into new markets (MN)Identify business risks (MN)Assess task risks (MN)Assess accounting risks (MN)Assess legal risks (MN)Evaluate speculative business risks (MN)Integrate risk management into business operations (MN)

Appendix J

Guidance Counseling Guide

Appendix K

Student Brochure

Appendix L

Promotional Flyers for High School Career Courses

BMA Program of Study Resource Kit
Student-Oriented High School Course Descriptions
(to be used in Student Brochures and Promotional Flyers)

Leadership

Do you like working in teams? Think you have what it takes to become a leader? Would you like to help the community? Then *Leadership* is for you. Not only will you have the chance to work with your classmates on a semester-long project to better your local community, you'll develop leadership skills that will last a lifetime!

Personal Finance

Money. Credit cards. Taxes. Insurance. They're all things that we have to deal with at some point or another in our lives. Why not learn the right way to take care of your money now? In *Personal Finance*, you'll learn how to make smart financial decisions from the start!

Business and Marketing Essentials

If you're interested in business, marketing, finance, or entrepreneurship, then *Business and Marketing Essentials* is the class to take. In the course, you'll learn about the many activities that go on in the business world and how business impacts all of us. You'll also have the chance to brush up on your computer skills, plan for the future, and get ready for the world of work!

Introduction to Management

If you like being the boss, then check out *Introduction to Management*! In this class, you'll learn about many different aspects of management, including human resources management, knowledge management, project management, quality management, and strategic management. When you finish with this class, you won't be ready to rule the world, but you'll definitely know more about being in charge!

Marketing for Managers

How much do you know about marketing? A lot, a little, or nothing at all? Chances are that you know more than you think. You encounter marketing every day, just about everywhere you go. It touches you when you're watching TV, when you're surfing the net, and when you go shopping at the mall. So what is marketing? Find out in *Marketing for Managers*. It all has to do with how companies determine what products to produce, where to sell them, how much to charge for them, how to promote them, and who will buy them.

Project Management

No matter where you go in the business world, you're bound to see people working on projects—big projects, small projects, and maybe even projects within projects. And how do businesses make sure that these projects run smoothly? With project management. In this class, you'll learn the in's and out's of project management, including how to start a project, how to plan it, how to carry it out, and how to end it properly. Project management can bring you success, both in school and on the job!

Appendix M

Program of Study Poster